

Students' Perception toward Digital Social Entrepreneurship: An Analysis with Reference to Public Universities of Odisha

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Abstract: Social entrepreneurship as a business model not only strives to address social issues but also aims to be economically viable. It uses innovative strategies to address different issues with the motive to bring a positive and sustainable impact to society. The purpose of this research is to study the perception of postgraduate students studying in Public Universities in Odisha towards digital social entrepreneurship. It also aims to analyze the impact of the students' demographic profile on their perceptions. The study used an online questionnaire to gather data from 278 university students, and it was analyzed using SPSS software. The impact of demographic profile on students' perception of digital social entrepreneurship is studied using chi-square. Factor analysis was done to identify the major factors influencing the perception of the students towards digital social entrepreneurship. Further, correlation was used to study the association among the identified factors. The study identified factors such as Attitude towards digital social entrepreneurship and Empathy that strongly impact the perceptions of students towards digital social entrepreneurship, and further correlation analysis revealed that these identified factors are related.

1. Introduction

In recent times, Entrepreneurship as a term has witnessed a notable transformation, marked by a substantial rise in the involvement of individuals (entrepreneurs) worldwide in contributing towards the growth of their economy. Entrepreneurship is a crucial concern not only in developed nations but also in underdeveloped ones, as it contributes to the enhancement of a nation's economic well-being (Yi, 2021). India has positioned itself as a significant developing and emerging economy on the global level due to the positive changes in the political and economic environment. Entrepreneurship is considered an important aspect of promoting economic and social advancement at a national level (Neneh, 2022).

The term "social entrepreneurship" was first used in the academic literature by Howard Bowen in his book in the year 1953. However, the concept gained widespread attention and formal recognition in the 1980s and 1990s through the work of Bill Drayton. While conventional entrepreneurial motives often prioritize profit-making and market dominance, there has been a parallel rise in a distinct movement, which is focused on social impact and sustainable development. This shift in perception among entrepreneurs has led to the beginning of a thriving field known as social entrepreneurship, where individuals utilize business principles to tackle pressing social and environmental issues. Digital social entrepreneurship, a subset of this broader concept, covers the efforts of individuals who use their digital knowledge and vision to bring about positive change in society by addressing their needs. Whether they are empowering marginalized communities, advocating for environmental

sustainability, or promoting gender equality, these digital entrepreneurs are at the forefront of transformative action.

Odisha, with its growing infrastructure in the education sector and increasing focus on technology and innovation, presents an opportunity to explore the perception of students toward digital social entrepreneurship. These universities have a vital role in developing the entrepreneurial mindsets of these students by arming them with the knowledge and skills needed to navigate this field. With this context, this study attempts to carry out a study to find the major factors that have an impact on students' perception toward digital social entrepreneurship. Further, it also attempts to study the impact of demographic factors on students' perceptions.

2. Review of Literature

Soomro et al. (2021) carried out a study to investigate the entrepreneurial attitude of public-sector university students in Thailand by using a model based on the Entrepreneurial Attitude Orientation (EAO) scale. This scale includes components such as achievement, self-esteem, personal control, and innovation, which have been found to effectively measure entrepreneurial attitudes, whereas it is discovered that self-esteem did not have a major impact on entrepreneurial attitudes, suggesting that students may not have enough confidence in their business skills. Their study determined that students with a strong drive to reach goals, take charge of their actions, and think creatively are more attracted to building entrepreneurial ventures. Similarly, Belwal & Balushi (2015) conducted research that examines the perception of students at Sohar University in Oman regarding entrepreneurship and the contribution of universities toward enterprise education. A questionnaire-constructed survey was conducted, collecting data from a sample of 200 students. They found out that although a majority of students express enthusiasm and interest in launching their businesses, they lack the essential knowledge required for such. They also concluded that the factors that motivate them to pursue entrepreneurship include students' willingness, sociable nature, and connections with established entrepreneurs, while the major obstacles are fear of failure and risk avoidance.

Ajzen (1991) conducted a study to review the theory of planned behavior (TPB) and evaluate its effectiveness in predicting behavior based on attitudes, subjective norms, and perceived behavioral control. It was found that TPB is well-supported by empirical evidence, demonstrating high accuracy in predicting intentions and actual behavior. This TPB is used as a foundational model by Lopez et al. (2021) to carry out a study to describe the relationship between students' perceptions based on learning from programs done on entrepreneurship. By using the data available at the GUESS Project. They concluded that attitudes toward entrepreneurial perception and perceived behavior control have a positive influence on the entrepreneurial intentions of the students. Further, Urban & Kujinga's (2017) extended their study aimed to fully comprehend the concept of social entrepreneurship by exploring how institutional factors influence social entrepreneurship (SE) intentions, particularly by examining the regulatory environment's role in emerging markets like South Africa. They found out that the governing bodies have a noteworthy as well as positive effect on perceived feasibility and perceived desirability, which, moving ahead, also significantly influences SE intentions. Peterman & Kennedy (2003) attempted to study whether participation in an enterprise education program has any impact on the perceptions of students towards the desirability and feasibility of starting a business. They found that the program has significantly led to higher desirability and feasibility in students towards creating their own business, and also concluded that prior positive experience also plays a significant role in it. Giving it a new dimension, Ghatak, Chatterjee & Bhowmick (2020) have conducted a study in India to explore the factors influencing intentions toward digital social entrepreneurship (IDSE) using the Theory of Planned Behavior along with Expectancy theory. They concluded that prior social and digital experiences significantly impact IDSE through factors such as Perceived feasibility and Perceived desirability.

Nga & Shamuganathan 's (2010) research focused on studying the impact of personality behavior on social entrepreneurship dimensions; they considered the big five personality traits to judge it. Their study revealed that agreeableness positively impacts all dimensions of social entrepreneurship. Whereas openness has a positive impact on a few dimensions, i.e., social vision and innovation. In a related study, Escobedo et al. (2011) explored the impact of gender on the perceptions of university

students toward entrepreneurship. He found out that gender plays an important role in determining how the personality of the entrepreneur is shaped and perceived. It also shows how they start their own business.

Kusio & Fiore's (2020) research aimed at studying the perceptions of students towards entrepreneurship education provided by the university. They concluded that the role of the university is still not prominently affecting students' perceptions, highlighting a clear disparity between students' expectations and the entrepreneurship education they receive.

In recent studies, Hossain et al. (2022) highlighted the importance of Social Entrepreneurial Orientation (SEO) by finding out that elements like social vision, innovativeness, and risk-taking significantly shape students' entrepreneurial behavior. Adding to it, Viswanath & Kumar (2023) developed a cognitive appraisal scale that identified relevance, resources, coping potential, and normative beliefs as core factors in influencing the decisions on social entrepreneurship. Further pro-sustainable orientation is being introduced by Gomes et al. (2024) as a key motivator, explaining that sustainability values may outweigh feasibility concerns. Same year, Viswanath et al. (2024) highlighted that life experience and community focus are vital in opportunity recognition.

3. Research Gap

Numerous studies have explored students' social entrepreneurial attitudes and intentions through different perception models. Much of this existing literature is limited to identifying personality traits, institutional influences, and other factors that influence the students' perception of social entrepreneurship or traditional entrepreneurship. Whereas, only a few studies are directed towards digital social entrepreneurship, which is an emerging subset of social entrepreneurship. After reviewing multiple articles, it was found that few or no studies on this area are being carried out among students of Odisha. Therefore, this study has attempted to analyse the factors that have an impact on the social entrepreneurial intentions of the students by taking into account the digital perspective.

4. Objectives of the Study

The study is undertaken with the following objectives:

- To assess the impact of students' demographic profile (Gender, Age, and Family Business Background) on their perception towards digital social entrepreneurship, and
- To identify the factors influencing the perceptions of public university students regarding digital social entrepreneurship.

5. Hypothesis of the Study

H₀₁: There is no impact of gender on students' awareness of digital social entrepreneurship.

H₀₂: There is no impact of age on students' awareness of digital social entrepreneurship.

H₀₃: There is no impact of the student's family business background on the student's awareness of digital social entrepreneurship.

6. Research Methodology

The study aimed to analyze the factors affecting the perception of Odisha University students towards digital social entrepreneurship. Along with studying the impact of students' demographic profile on the perception of students towards digital social entrepreneurship. The targeted population for this study consisted mainly of post-graduate commerce students from the state universities of Odisha. The sample consists of 278 students from both first and second-year postgraduate students. A random sampling technique is used to gather the data. The primary source method was used to collect the information from the respondents through a questionnaire method. Secondary sources, i.e., the internet, articles, and periodicals, were used to study the existing literature and gain a brief understanding of the conceptual context.

The questionnaire consisted of 30 questions divided into five sections. The first section comprises the demographic profile of the respondents. The second, third, fourth, and fifth sections consisted of the questions to judge the perception of students toward digital social entrepreneurship. A total of 5 factors were identified to judge the perceptions of students toward digital social entrepreneurship based on the existing literature. Multiple papers have been done already on how to judge perception although this study doesn't intend to dive deep into these already existing theories of perception rather it focuses on taking them as a base which will help in determining the factors that can be used in our study to judge the perception of students towards digital social entrepreneurship. The perception theories that were mainly used in our study to decide the factors were the Theory of planned behavior (Ajzen, 1991), Social entrepreneurship behavior (Mair & Noboa, 2006), the Entrepreneurial event model (Shapero & Sokol, 1982), and the social entrepreneurship intentions model (Schmit, 2017). The five identified factors for our study were Attitude toward social entrepreneurship, Empathy, Perceived desirability, Perceived feasibility, and Personal factors affecting social entrepreneurship.

Table 1: Factors Explained

Sl. No.	Factors	Meaning
1	Attitude toward social entrepreneurship	It explains, based on its perception, how much an individual is attracted to social entrepreneurship as a career option.
2	Empathy	It explains how motivated social entrepreneurs were to address societal challenges by fostering a deep emotional connection with the problems faced by others.
3	Perceived desirability	It explains how attractive it is to an individual.
4	Perceived feasibility	It explains how confident an individual is in their performance or ability to do so.
5	Personal factors affecting social entrepreneurship	It explains how personal factors, i.e., Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism, have an impact on individuals' perceptions of social entrepreneurship.

Source: Author's compilation

Further, to analyze the collected data, different descriptive statistical tools, such as standard deviation and mean, are used to define the students' demographic profiles. Using SPSS software, the chi-square test is carried out to examine the impact of demographic factors on the perception of students toward digital social entrepreneurship. Factor analysis was used to find the major factors influencing the perceptions of students toward digital social entrepreneurship at different state universities in Odisha. Correlation analysis was also carried out to examine the associations between the identified factors.

7. Data Analysis

The purpose is to analyse how students' demographic profile impacts their perception of digital social entrepreneurship. The respondents' demographic profile is presented using descriptive statistics.

Table 2: Descriptive Statistics

N=278	Min	Max	Mean	SD
Attitude toward digital social entrepreneurship	1	5	3.98	1.125
Empathy	1	5	2.86	1.297
Perceived desirability	1	5	3.41	1.090
Perceived feasibility	1	5	3.05	1.242
Personal factors affecting digital social entrepreneurship	1	5	3.09	1.008

Source: Primary data

Table 2 shows the descriptive statistics of the identified factors considered in the study. It shows that the attitude toward digital social entrepreneurship can be considered an important factor that impacts the students' perception toward digital social entrepreneurship, with the highest mean of 3.98. It is

followed by other factors like personal factors affecting social entrepreneurship and perceived desirability. The standard deviations highlight the variations among the respondents' perceptions. Attitude towards digital social entrepreneurship (SD=1.125) shows relatively consistent agreement among the students. Perceived desirability (SD = 1.090) and personal factors affecting digital social entrepreneurship (SD = 1.008) reflect moderate variation. However, Empathy (SD = 1.297) and Perceived feasibility (SD = 1.242) exhibit higher variation, indicating diverse opinions on emotional connection and practicality in digital social entrepreneurship. The minimum response value for all the factors is said to be 1 (strongly disagree), and the maximum response value for all factors is said to be 5 (strongly agree), showcasing that opinions are diverse.

Test of hypothesis:

H₀₁: There is no impact of gender on students' awareness of digital social entrepreneurship.

Table 3: Gender and Students' Awareness of Digital Social Entrepreneurship

	Values	DF	Asymptotic Significance (2-sided)
Pearson Chi-square	31.171	2	.053
Likelihood Ratio	29.217	2	.090
Linear-by-linear association	1.106	1	.093
N of valid cases	278		

Source: Primary data

Table 3 indicates that there is no significant relationship between gender and students' awareness of digital social entrepreneurship. With a significance value, i.e., 0.053, which is more than 0.05. Hence, the null hypothesis is accepted. Thus, gender is not an important factor in students' awareness of digital social entrepreneurship.

H₀₂: There is no impact of age on students' awareness of digital social entrepreneurship

Table 4: Age and Students' Awareness of Digital Social Entrepreneurship

	Values	DF	Asymptotic Significance (2-sided)
Pearson Chi-square	31.748	3	.070
Likelihood Ratio	10.218	3	.068
Linear-by-linear association	2.620	1	.069
N of valid cases	278		

Source: Primary Data

Table 4 indicates that there is no significant relationship between age and students' awareness of digital social entrepreneurship. With a significance value, i.e., 0.070, which is more than 0.05. Hence, the null hypothesis is accepted. Thus, age is not an important factor in students' awareness of digital social entrepreneurship.

H₀₃: Students' family business background does not influence their awareness of digital social entrepreneurship.

Table 5: Students' Family Business Background and Students' Awareness of Digital Social Entrepreneurship

	Values	DF	Asymptotic Significance (2-sided)
Pearson Chi-square	28.255	4	.060
Likelihood Ratio	32.543	4	.078
Linear-by-linear association	2.820	1	.069
N of valid cases	278		

Source: Primary data

Table 5 indicates that there is no significant relationship between students' family business and students' awareness of digital social entrepreneurship. With a significance value, i.e., 0.060, which is more than 0.05. Hence, the null hypothesis is accepted. Thus, a student's family business background is not an important factor in students' awareness of social entrepreneurship.

Reliability test:

Table 6: KMO and Bartlett's Test

KMO Measure of Sampling Adequacy	0.812
Bartlett's Test of Sphericity	
Approx. Chi-Square	1523.476
DF	190
Sig.	0.000

Source: *Primary data*

The appropriateness of the adequacy of sample data was tested using the KMO test before going for factor analysis. The KMO value is 0.812, which is taken as "meritorious(good)" according to Kaiser's scale. A KMO value above 0.80 ensures that the data is suitable for factor analysis as the correlations among the variables are good enough for extracting reliable factors. Further, Bartlett's Test of Sphericity gives a Chi-Square value of 1523.476, with 190 DOF, and the associated p-value (Sig.) is 0.000. This indicates that the test is statistically significant as $p < 0.05$, which means the null hypothesis (i.e., the correlation matrix is an identity matrix) is rejected. Hence, we conclude that there are significant correlations among variables, which makes the data appropriate for factor analysis.

Factor Analysis

The objective of this study is to identify the factors impacting the perceptions of public university students toward digital social entrepreneurship. Based on the analysis of the existing literature, 5 factors have been identified from the already proposed theories to study the students' perception toward digital social entrepreneurship. The discussion on each identified individual factor is as follows:

Factor 1: *Attitude toward digital social entrepreneurship* is constituted of five items, i.e., digital social entrepreneurship is beneficial for addressing social issues, it is a rewarding career path, an innovative approach to solving social issues, enjoy the process of creating digital social entrepreneurship, do risks outweigh the benefits of digital social entrepreneurship. "Enjoy the process of creating digital social entrepreneurship" exhibits the highest item load at 0.788. This factor has a total load of 3.783 and accounts for the highest coverage of variance, i.e., 21.254%. The item "enjoy the process of creating digital social entrepreneurship" has the highest factor loading of 0.788, indicating its significant impact in shaping an individual's attitude toward digital social entrepreneurship. Enjoyment derived from engaging in digital social entrepreneurship emerges as a crucial motivational factor, positively influencing perceptions. With a total factor load of 3.783 and explaining 21.254% of the variance, this factor explains the importance of attitude in attracting individuals to digital social entrepreneurship. The findings suggest that personal satisfaction, innovation, and perceived benefits strongly influence one's inclination to pursue digital social entrepreneurship as a rewarding career.

Factor 2: *Empathy* consists of five items i.e., digital solutions can significantly improve lives, drawn to projects that use technology to bring positive change, feel motivated to address root causes of social issues using digital tools, helping using digital tools gives you personal satisfaction, you believe digital platforms help people in need to amplify their voices. From the above items, "feel motivated to address root causes of social issues using digital tools" exhibits the highest item load of 0.810. This factor has a total load of 3.915 and accounts for 19.501% of the variance. The item "feel motivated to address root causes of social issues using digital tools" has the highest factor loading of 0.810, implying it is the most persuasive component in shaping empathetic attitudes. This advocates a strong desire among the respondents to tackle the fundamental causes of social problems through technology, which is a key driver of empathetic motivation in social entrepreneurship. With a total factor load of 3.915 and explaining 19.501% of the variance, this factor is considered the most significant factor in the dataset. This explains the role of empathy behind the motivation to address the root causes by

fostering a deep emotional connection with societal issues. Such motivation inspires social entrepreneurs to use digital platforms effectively to bring positive change, amplify the voices of those in need, and find personal fulfilment in these efforts.

Factor 3: *Perceived Desirability* is constituted of 5 items i.e., digital social entrepreneurship is a meaningful way to make a difference, becoming a digital social entrepreneur is appealing, digital social entrepreneurship provides a unique way to combine innovation with purpose, following a career that benefits both society and myself, engaging in digital social entrepreneurship bring a sense of fulfillment. The item "following a career that benefits both society and myself" exhibits the highest factor load of 0.720. This factor has a total load of 3.382 and accounts for the highest coverage of 14.254% of the variance. In this set of items, the statement "following a career that benefits both society and myself" stands out with a factor load of 0.720, showing it has the biggest impact on the overall level of attractiveness. This indicates that people are particularly drawn to digital social entrepreneurship when they view it as a means to achieve personal objectives while also benefiting society. The factor loading for Perceived Desirability is 3.382, explaining 14.254% of the variance in the data. This signifies that although it is a crucial factor, it accounts for a lesser part of the total variance in comparison to other factors. To conclude, the main factor influencing perceived attractiveness is the idea that social entrepreneurship provides a career that combines personal rewards with contributions to society.

Factor 4: *Perceived feasibility* is constituted of 4 items, i.e., possible to start social digital entrepreneurship while still studying, access to guidance acts as a help to begin, believe adequate support is available to begin, can balance digital social entrepreneurship and personal commitments. The item "can balance digital social entrepreneurship and personal commitments" exhibits the highest item load of 0.829. This factor has a total load of 3.378 and accounts for the highest coverage of 12.253% of variance. It shows that it is the most vital factor in shaping how a person sees feasibility. This implies that successfully balancing personal and business responsibilities is crucial in determining an individual's confidence in participating in digital social entrepreneurship. People who think they can manage these requirements are more inclined to believe that establishing and operating a social enterprise is good. Perceived Feasibility has a factor load of 3.378, explaining 12.253% of the data variance; it accounts for only a small amount of the total variability. It explains that the strongest factor contributing to perceived feasibility is the skill to manage personal and entrepreneurial obligations effectively. People who believe in their ability to balance both personal and professional lives are more inclined to see digital social entrepreneurship as feasible and attainable.

Factor 5: *Personal factors affecting digital social entrepreneurship* are constituted of 5 items i.e., curiosity to explore new ideas motivates you to be a digital social entrepreneur, your strong organizational skill will help you to succeed, your outgoing personality will help you build your networking, your compassion helps you to motivate you to be digital social entrepreneur, do you think your stress can be a hindrance. The item "do you think your stress can be a hindrance" exhibits the highest item load of 0.739. This factor has a total load of 3.092 and accounts for the highest coverage of 10.745% of the variance. The item "do you think your stress can be a hindrance" has the highest factor load of 0.739, meaning it has the most influence on shaping how individuals view the impact of their traits on digital social entrepreneurship potential. This implies that people who see stress as a major challenge are more inclined to view it as something that hinders their success in becoming digital social entrepreneurs. Stress plays the biggest role in influencing how well they can handle the pressures of being a digital social entrepreneur. It has a factor load of 3.092, accounting for 10.745 percent of the data's variance. Even though this factor contributes less to the overall variance, it emphasizes how personal traits have a substantial role in determining an individual's inclination toward digital social entrepreneurship. We can say that stress is viewed as a possible obstacle that has the biggest impact on how someone sees social entrepreneurship based on personal factors. This emphasizes how neuroticism, a fundamental personality trait, affects their capacity to cope with the demands of entrepreneurship. Traits like curiosity, organizational skills, and an outgoing personality play a role, but stress perception has the biggest impact on how personality affects the possibility of becoming a digital social entrepreneur.

Correlation Matrix:**Table 7: Correlation Matrix of Factors**

	ADSE	EM	PD	PF	PDSE
Attitude toward Digital Social Entrepreneurship	1				
Empathy	0.65	1			
Perceived desirability	0.61	0.62	1		
Perceived feasibility	0.58	0.59	0.56	1	
Personal Factors Affecting Digital Social Entrepreneurship	0.52	0.57	0.48	0.52	1

Source: Primary data

Table 7 shows a moderately strong positive correlation (0.65) between Attitude toward Digital Social Entrepreneurship (ADSE) and Empathy (EM), indicating that individuals with higher empathy tend to have a positive attitude toward digital social entrepreneurship. Likewise, there is a positive correlation (0.61) between Attitude toward Digital Social Entrepreneurship (ADSE) and Perceived Desirability (PD), indicating that those who find digital social entrepreneurship desirable are also likely to have a favourable attitude toward it. A correlation (0.56) exists between Perceived Desirability (PD) and Perceived Feasibility (PF), suggesting that those who perceive digital social entrepreneurship as feasible are also more likely to consider it desirable. A notable correlation of (0.62) is there between Empathy (EM) and Perceived Desirability (PD), showing that empathetic individuals pursue it as a more desirable option. Furthermore, Personal Factors Affecting Digital Social Entrepreneurship (PDSE) moderately correlate with Empathy (EM) with (0.57) and Perceived Feasibility (PF) with (0.52) indicating that personal traits like openness, conscientiousness, extraversion, agreeableness, and neuroticism influence both empathy towards digital social entrepreneurship and perceived ability to engage in digital social entrepreneurship. In general, we can see that every correlation is positive, indicating that rises in one variable are linked to rises in others, with the connections varying from moderate to rather solid.

8. Results and Discussion

Based on the analysis, attitude toward digital social entrepreneurship emerged as the most substantial factor; this result aligns with the findings of Lopez et al. (2021), but they carried out the study on social entrepreneurial intentions without taking the digital aspect into account. In our study with the mean of 3.98, and a comparatively low standard deviation of 1.125, indicating consistent responses among participants. This suggests that students generally hold a positive attitude towards digital social entrepreneurship, recognizing its potential benefits and innovative solutions for addressing social issues. Notably, the item "enjoy the process of creating digital social entrepreneurship" had the highest factor loading (0.788), highlighting enjoyment in the creation process as a critical motivational driver. Empathy, with a mean of 2.86 and a higher standard deviation (1.297), reflects more varied perceptions. The highest-loading item, "feel motivated to address root causes of social issues using digital tools" (0.810), emphasizes a deep emotional connection with societal challenges as a key motivator. This suggests that students who exhibit higher empathy are more inclined to engage in social entrepreneurship, driven by a desire to create meaningful social change through technology. Perceived desirability and perceived feasibility also contribute significantly toward students' perceptions. This finding also aligns with a previous study carried out by Peterman & Kennedy (2003), but they have not considered the digital perspective. Perceived desirability had an item "following a career that benefits both society and myself" (0.720), with the highest item load explaining that students are drawn to digital social entrepreneurship when they perceive it as a career that not only will benefit society but also will satisfy them. Meanwhile, perceived feasibility had an item "can balance digital social entrepreneurship and personal commitments" (0.829), with the highest item load indicating that students perceive it as desirable only when they believe that they can balance both personal and professional lives. Personal factors affecting digital social entrepreneurship had an item "do you think your stress can be a hindrance" (0.739) explains that students who see stress as a major challenge are more inclined to view it as something that hinders their success in becoming digital social entrepreneurs. Moreover, the correlation matrix reveals strong

interrelationships among these 5 identified factors. It is found that there is a positive correlation (0.65) between attitude toward digital social entrepreneurship and empathy, suggesting that students with higher empathy have more favourable attitudes. Additionally, perceived desirability and perceived feasibility show moderate correlations with other factors, indicating that students who find digital social entrepreneurship desirable also view it as feasible. These correlations emphasize the interconnected nature of motivational, emotional, and practical factors in shaping students' perceptions.

9. Conclusion

In conclusion, the study highlights key insights into public university students' perceptions of digital social entrepreneurship. The findings reveal that attitude is the most influential factor, driven by the enjoyment and personal satisfaction derived from creating digital social ventures. This shows that encouraging a positive attitude through engaging and rewarding experiences can significantly enhance students' interest in building digital social entrepreneurship. Additionally, empathy emerged as a critical component, indicating that students out of empathetic behaviour are motivated to address the root causes of social issues and are more likely to go for digital social entrepreneurship. Educational institutions can use this to their advantage by incorporating empathy-driven programs and real-world problem-solving initiatives into their curriculum. The study also emphasizes the importance of perceived desirability and feasibility. Students are more expected to go for digital social entrepreneurship when they perceive it as personally fulfilling and practically manageable. Therefore, providing mentorship, resources, and support systems can enhance students' confidence and perceptions of feasibility. The correlation analysis further reveals the interconnectedness of these factors, suggesting that a holistic approach that addresses emotional, motivational, and practical aspects is essential for promoting digital social entrepreneurship.

10. Limitations of the Study

The research was limited to a sample of 278 university students taken from public universities in Odisha, which might affect the generalization of the findings to a broader population.

11. Future Scope of the Study

Future research scope can be to explore additional factors, such as the role of technological literacy and cultural influences, to provide a more comprehensive understanding. There is also a need to study the influence of institutional support and policy frameworks on shaping students' perceptions and motivations. By addressing these gaps, educators and policymakers can create a more supportive ecosystem that encourages the next generation of entrepreneurs to drive meaningful societal change by optimally utilising the digital resources.

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