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Modelling the Impact of Entrepreneurial Personality, Self-Efficacy, Ability, and Education on College Students' Social Entrepreneurial Intentions in Zhejiang Province, China

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Abstract. Social entrepreneurship has emerged as a vital force for addressing societal challenges through innovative and sustainable solutions. As global concerns around inequality, poverty, and environmental degradation intensify, understanding what drives college students to engage in social entrepreneurial activities has become increasingly important. Despite growing interest, limited research has explored the combined psychological and educational factors influencing social entrepreneurial intentions (SEIs) among college students in specific cultural contexts, such as Zhejiang Province, China. The current study addresses this gap by examining the role of entrepreneurial personality (EP), self-efficacy (SE), ability, and education in shaping students' SEIs. A quantitative research design was adopted, and data were collected through a structured questionnaire distributed to 430 college students. A purposive sampling technique was employed to target students with prior exposure to entrepreneurship education or activities, ensuring relevance and focus. Measurement scales were adapted from established studies. The analysis was conducted using SmartPLS 4.0, applying Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess both the measurement and structural models. The results revealed that all four independent variables had a significant and positive influence on SEIs. The findings validate the proposed conceptual framework and emphasize the combined importance of internal traits and external learning experiences in fostering students' intent to pursue socially driven entrepreneurial paths. This study extends the Theory of Planned Behavior (TPB) by integrating educational and psychological dimensions in the context of social entrepreneurship, offering practical guidance for educators and

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policymakers seeking to cultivate socially responsible entrepreneurial mindsets among college students.

Keywords: Social Entrepreneurial Intention; Entrepreneurial Personality; Self-Efficacy; Entrepreneurial Ability; Entrepreneurial Education

1. Introduction

In recent years, social entrepreneurship has been a major driving force in solving intricate social issues through innovative and sustainable means. Unlike conventional entrepreneurship, which focuses purely on profit-oriented concerns, it is motivated by a dual purpose: achieving social impact and ensuring sustainability (Bui et al., 2023). This increasing relevance has been achieved in the context of developing nations and emerging economies such as China, where increased socio-economic change has developed opportunities combined with increased social issues (Ho et al., 2025). College students form a key population in this regard, as they are at an initial career exploration stage combined with identity formation (Hossain et al., 2024).

As such, developing their social entrepreneurship interest is expected to create a new generation of entrepreneur-led social responsibility players (Ip & Liang, 2023). Zhejiang province, with its entrepreneurial ecosystem and well-established educational supporting system, is considered a fertile ground for exploring the educational and psychological drivers that motivate students' social entrepreneurial intentions (SEIs) (Le et al., 2023). To date, existing research has looked into a range of generic antecedents to entrepreneurial intentions, but comparatively little at specific antecedents to SEIs within the distinct socio-economic and cultural contexts prevalent within Zhejiang (Ye et al., 2025).

Empirical research has identified individual-level variables, such as entrepreneurial personality (EP), self-efficacy (SE), and abilities, to be robust antecedents of entrepreneurial intentions (Al-Qadasi et al., 2023). EP characteristics, e.g., innovativeness, proactiveness, and risk-taking, have been found to play a central role in the development of entrepreneurial motivation (Bergner et al., 2023). For example, Brás et al. (2024) concluded that such traits had strong correlations with an individual's ability to undertake an entrepreneurial endeavor. In social entrepreneurship, the authors asserted that these qualities are equally applicable, as they allow social entrepreneurs to respond actively to social problems and remain resilient amid the challenges that define social ventures (Nguyen et al., 2025).

Equally, entrepreneurial SE, or the individual's perception that he or she can execute tasks related to entrepreneurship, is a strong predictor of entrepreneurial intention (Álvarez-Huerta et al., 2025). Experiments by Chu et al. (2025) showed that higher levels of SE are associated with more positive intentions for setting up commercial and social enterprises. These results indicate that when students are confident in their entrepreneurial abilities, they tend to pursue opportunities to bring about social change (Hossain et al., 2024). Other than personality and self-beliefs, entrepreneurial education and

entrepreneurial capacity have also been confirmed as the indispensable elements in the model of entrepreneurial intention (Do Nguyen & Nguyen, 2023). Entrepreneurial competence is a combination of competencies such as the ability to identify opportunities, the ability to formulate strategies, and leadership ability, all of which are imperative in the identification and establishment of socially responsible enterprises (Anzules-Falcones & Novillo-Villegas, 2023). Empirical evidence shows that increasingly developed entrepreneurial skills are better at identifying social issues and generating novel solutions (Khan et al., 2023).

In addition, entrepreneurship training has a shaping effect on entrepreneurial attitudes. It provides students with a theoretical foundation and hands-on experience, frequently in the form of project work, internships, and mentor schemes. Pandey et al. (2023) discovered that entrepreneurial education has a positive impact on the entrepreneurial intentions of students, particularly when the curriculum includes courses on social value creation. Otache (2025) also revealed that specifically designed educational programs in social entrepreneurship improved students' empathy, moral reasoning, and action orientation to a significant extent.

In spite of the increased number of studies, there are still some areas that need to be examined. One of the well-known gaps is the absence of consolidated models that simultaneously investigate multiple psychological and educational predictors of SEIs. The majority of previous studies have investigated the effects of individual factors separately, ignoring the dynamic interplay between personality, SE, capacity, and educational experience (Saoula et al., 2023). Moreover, most of the research so far has been carried out in Western environments, and findings may not be directly generalizable to Eastern environments, where education systems and cultural values are starkly different (Ho et al., 2025).

In the context of China, especially in entrepreneurial areas such as Zhejiang Province, it is essential to analyze how these variables function in a particular cultural, economic, and educational environment. Research by Ye et al. (2025) identified that regional economic dynamism and innovation support from governments can interact with variables at the individual level to affect entrepreneurial action, a dimension that has been understudied in existing research. The second substantial research gap is not only related to the insufficient attention devoted to SEIs per se, but also to entrepreneurial intention in general. Although the two constructs have some similar antecedents, SEIs are specifically affected by prosocial motivation, ethical values, and community orientation. Research by Ip & Liang (2023) has advocated for differential theoretical and empirical models to account for the complexity of social entrepreneurial behavior.

In addition, although entrepreneurial education has been widely studied, little research has examined the precise content, instruction methods, and experiential elements most suited to stimulate SEIs. These gaps present a chance to examine

how education programs can be maximized in order to establish entrepreneurial capability and generate social responsibility in students. Since Zhejiang is a well-known location, both as an education center and a place of innovation, this province provides a special environment to investigate these connections further.

The purpose of this study is to simulate the effects of EP, SE, ability, and education on SEI among college students in Zhejiang Province. In particular, the research aims to attain the following purposes: (1) to determine the impact of EP on students' SEIs, (2) to explore the function of entrepreneurial SE in determining SEIs, (3) to determine the influence of entrepreneurial ability on intention towards social entrepreneurship, and (4) to explore how entrepreneurial education helps in building SEIs among college students. Through examining these goals, this research seeks to provide a complete insight into the cognitive, behavioral, and educational determinants that encourage students to be engaged in socially motivated undertakings.

This research is significant because it has the potential to benefit theory and practice. Theoretically, the study promotes the extension of the Theory of Planned Behavior (TPB) by combining psychological and educational factors in one model of SEIs. It complements existing research by contributing empirical findings in the Chinese cultural and educational context, more specifically in Zhejiang Province. In a practical sense, the study's findings can guide educators, policymakers, and program developers in identifying the best approaches to foster social entrepreneurship among youth. By determining the most significant factors that drive students' intentions to pursue social enterprise, the research can inform the formulation of specialized educational programs, institutional support mechanisms, and policy interventions designed to develop the next generation of socially aware entrepreneurs.

2. Literature Review

EP, SE, capacity, and education have been increasingly recognized as essential SEIs predictors among college students (Utami et al., 2025). EP, typically represented by risk-taking propensity, proactiveness, innovativeness, and internal locus of control, is a key influencer of the drive to undertake and maintain socially focused ventures among individuals (Bergner et al., 2023). Studies by Bui et al. (2023) confirmed that these characteristics are not only beneficial in the context of overall entrepreneurial intentions but also highly applicable in the context of social entrepreneurship, where initiative and personal commitment are essential.

Additionally, SE, a perceived belief in one's ability to bring about desired results, has been identified as a key psychological consideration for the development of SEIs (Bandura, 2023). Social cognitive theory argues that greater entrepreneurial SE increases the confidence level of an individual in dealing with complex social problems through entrepreneurial intervention. This correlation also exists in Álvarez-Huerta et al.'s (2025) research, where SE was quoted as one of the basic antecedents of SEIs, together with empathy and moral duty.

At the same time, entrepreneurial training and capacity are crucial in enabling students to possess the competencies needed to convert intentions into reality. Capability is a combination of cognitive and experiential abilities, such as opportunity recognition, strategic management, acquisition of resources, and leadership capabilities, required for the creation and sustainability of social enterprises (Kastelli et al., 2024). Evidence indicates that individuals with higher entrepreneurial capacity are more likely to possess higher intentions to initiate social ventures (Khan et al., 2023).

Learning also has an amplifying impact on this relationship, particularly when experience and values are embedded in the process. Entrepreneurship education programs that integrate social responsibility, sustainability, and experiential learning, such as internships, project-based education, and mentorship, have been found to increase the students' awareness of social issues as well as their perceived SE for addressing these issues through entrepreneurship (Wang et al., 2023).

In the context of Zhejiang Province, where economic prosperity co-exists with emerging social concerns, these educational and psychological determinants take on meanings that extend their respective contexts within an intimate socio-cultural setting (Ye et al., 2025). As a result, there is a need to investigate how these aspects, in aggregate, impact SEIs at the college level.

2.1 EP and SEI

EP refers to a combination of personal traits that define successful entrepreneurs, including risk-taking, innovativeness, need for achievement, locus of control, and proactiveness (Bergner et al., 2023). All these traits influence the motivation, behavior, and decision-making of one person in entrepreneurship (Brás et al., 2024). SEIs, on the other hand, are the intentional mindset that coordinates attention and effort towards social venture creation (Bui et al., 2023). While general and social entrepreneurship have several motivational bases, SEIs emphasize social value creation, moral conviction, and community impact alongside traditional economic goals (Ho et al., 2025). Empirical research has consistently confirmed that there are strong correlations between EP and entrepreneurial intention (Hossain et al., 2024).

Research carried out by Mohamed et al. (2023) confirmed that individuals with high scores on personality dimensions, such as openness to experience and conscientiousness, were more likely to pursue entrepreneurial careers. Under social entrepreneurship, EP's innovativeness and proactiveness allow for the determination of unaddressed social needs and the development of novel solutions (Le et al., 2023). Additionally, Pandey et al. (2023) indicate that entrepreneurial values underlying entrepreneurial personalities aligns with the purpose of social entrepreneurship. Based on this cumulative empirical evidence, it is plausible to conjecture that EP plays a strong role in influencing students' intention to pursue social entrepreneurship.

H1: SEIs of college students are positively and significantly influenced by EP

2.2 Entrepreneurial SE and SEIs

Entrepreneurial SE refers to the confidence in oneself to effectively carry out tasks and roles of entrepreneurship (Bağatarhan & Siyez, 2024). It is grounded in Bandura's social cognitive theory, which centers around the impact of self-perception in shaping human behavior and motivation (Chiengkul et al., 2023). In the context of social entrepreneurship, SE is the student's belief in their ability to create and operate ventures centered on social issues (Chu et al., 2025). This construct includes both the cognitive and affective components, which reflect students' attitudes toward difficulties, drive, and tenacity when overcoming obstacles in an effort to accomplish social missions (Ioannou & Retalis, 2025). Large-scale empirical studies have been employed to confirm the positive relationship between entrepreneurial SE and entrepreneurial intention (Kawai & Sibunruang, 2025).

For instance, a study carried out by Chen, Greene, and Crick （1998）found that entrepreneurial motivation in different settings is predicted by SE. In social entrepreneurship studies, research carried out by Maziriri et al. (2024) determined that individuals with high entrepreneurial SE are more likely to have high SEIs. Additionally, the study showed that when students believe that they are competent and effective at initiating social businesses, they are more likely to pursue these paths (Wardana et al., 2024). Therefore, it can be hypothesized that entrepreneurial SE has a positive and significant impact on the formation of SEIs among college students.

H2: Entrepreneurial SE positively and significantly influences college students' SEIs

2.3 Entrepreneurial Capacity and Entrepreneurial SE

Entrepreneurial capacity is the cognitive, behavioral, and practical skills an individual possesses to identify, assess, and develop opportunities for venture creation (Makhloufi et al., 2024). These capacities entail problem-solving, leadership, communication, decision-making, and opportunity discovery (Kirschning & Mrożewski, 2023). In social entrepreneurship, such capacities make the students capable of dealing with societal issues and devising sustainable solutions (Taneja et al., 2024). SEI, as mentioned above, indicates a person's deliberate plan or resolve to initiate an endeavor aimed at solving social problems (Saoula et al., 2023). Empirical studies proved that entrepreneurial capability plays a central role in facilitating entrepreneurial action and intention (Staniewski et al., 2025).

Anzules-Falcones & Novillo-Villegas (2023) showed that people with better entrepreneurial capabilities exhibited increased levels of entrepreneurial motivation and more defined intentions to act. Correspondingly, research conducted by Khan et al. (2023) highlighted that students possessing higher entrepreneurial competencies were likely to take up social entrepreneurship since they believed in their abilities to handle social ventures. Being able to evaluate risks, mobilize resources, and come up with innovative solutions is especially important in social enterprise environments, where both social and economic objectives need to be balanced (Ukil, 2025). Grounded in such

empirical evidence, it is reasonable to hypothesize that entrepreneurial capacity positively and significantly affects college students' SEIs.

H3: Entrepreneurial capacity positively and significantly influences college students' SEIs

2.4 Entrepreneurial Education and Entrepreneurial SE

Entrepreneurial education is a formalized academic and experiential learning aimed at establishing entrepreneurial competencies, entrepreneurial mindset, and awareness (Utami et al., 2025). It encompasses curriculum material, experiential learning, case studies, mentorship, and active learning exercises that trigger entrepreneurial cognition and action (Sousa-Filho & Almeida, 2024). This type of education, when placed in the social entrepreneurship environment that prioritizes social value creation, ethical decision-making, and sustainable development, can influence a student's intention to engage in socially driven ventures (Rasulong et al., 2025). Existing research has a broad range of evidence to support the influence of entrepreneurial training on entrepreneurial intention (Do Nguyen & Nguyen, 2023). For instance, Chu et al. (2025) proved that students who went through entrepreneurship training were more likely to have intentions for starting a business.

Additionally, Kawai & Sibunruang (2025) proved that when social entrepreneurship modules were added in education, students' empathy, moral commitment, and SE in social venture startups could be enhanced. These results indicate that entrepreneurial education not only generates knowledge but also influences attitudes and motivations required for social entrepreneurial behavior (Taneja et al., 2024). On the basis of these empirical results, it is plausible to assume that entrepreneurial education has a positive impact on college students' SEIs.

H4: Entrepreneurial education positively and significantly affects college students' SEIs

2.5 Theoretical Framework Supporting the Research

This study draws on Ajzen's TPB, offering a strong theoretical framework for explaining how attitudes at the individual level, perceived behavioral control, and subjective norms impact behavioral intentions. SEIs are, in this context, understood as the deliberate choice to start a social enterprise based on a rational cognitive process. TPB has been used extensively in entrepreneurial studies to determine how contextual and personal factors influence entrepreneurial intentions (Ajzen, 1991). EP impacts attitude toward behavior because orientation of proactiveness and risk-taking leads to a positive assessment of social entrepreneurship (Mohamed et al., 2023). In comparison, entrepreneurial SE, as aligned with the perceived behavioral control element of TPB, enhances confidence in one's ability to start a social venture (Maziriri et al., 2024).

Meanwhile, entrepreneurial capability adds to perceived control and behavioral readiness, enabling the implementation of intention through skills and competencies (Ye et al., 2025). As for the entrepreneurial education, it affects all three intention antecedents by influencing attitudes, normative support through exposure to a role model, and perceived behavioral control through knowledge

and experiential learning. Based on these understandings, the proposed model incorporates the essential constructs of EP, SE, ability, and education as independent variables that collectively affect SEIs among college students. This theoretical integration is depicted in Figure 1, which displays the hypothesized associations between the variables in this research.

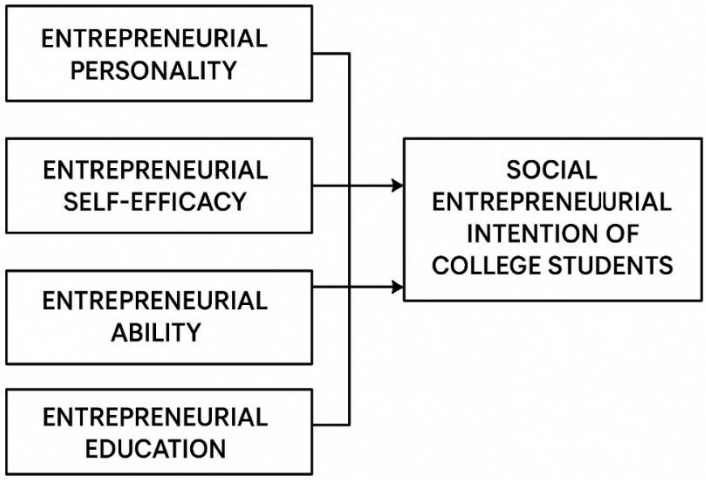

Figure 1: Conceptual Framework

3. Methodology

This research utilized a quantitative research design to explore the inter-linkages between EP, SE, capability, and education, as well as the combined effects of these determinants on college students' SEIs. An organized process was used to gather and analyze numerical information, enabling statistical inference and hypothesis testing. The research was explanatory in focus, and it attempted to test a conceptual model from ingrained theoretical frameworks and earlier empirical evidence.

The study population included undergraduate students from different universities and higher learning institutions in Zhejiang Province. This population was selected because students pursuing higher education are regarded as the main catalyst for the advancement of social entrepreneurship and innovation. Power analysis was employed to determine the sample size. In total, 430 students participated in the study. A non-probability purposive sampling method was also used so that only students with basic information or previous acquaintance with entrepreneurial education or activities could be selected. This was explicitly done to make the responses more relevant and credible. In short, the sampling method that focuses on individuals who were either interested in or potentially pursuing social entrepreneurial activities is deemed appropriate.

Data were gathered using a self-report online questionnaire posted on institutional mailing lists and academic social media sites. The questionnaire contained closed items that assessed the five main constructs of the study: EP, entrepreneurial SE, entrepreneurial ability, entrepreneurial education, and SEIs. All the measurement items were taken from validated research measures to

ensure content validity and congruence with the literature. The items were assessed on a five-point Likert scale from "strongly disagree" to "strongly agree." Pre-testing with a small sample of students was performed to ensure clarity and reliability prior to full-scale distribution. To account for exogenous variables that may influence the results, comprehensive demographic and contextual information was collected as part of the questionnaire. These included gender, age, level of education, academic major, family entrepreneurial background, perceived economic status, and the entrepreneurial work culture of their local community (see Table 1).

These variables were analyzed descriptively to establish a demographic profile of the sample and to examine variability across different respondent groups. While these variables were not included as control variables in the structural model due to scope and parsimony concerns, their potential confounding effects were minimized by ensuring homogeneity in the sample selection, where only students with some entrepreneurship exposure were included.

Table 1: Relevance of objectives of teaching subjects at the university

Demographic Variable	**Category**	**Frequency (n)**	**Percentage (%)**
Gender	Male	210	48.8%
	Female	220	51.2%
Age	18–20	160	37.2%
	21–23	200	46.5%
	24 and above	70	16.3%
Level of Study	Undergraduate (Year 1–2)	190	44.2%
	Undergraduate (Year 3–4)	240	55.8%
Academic Discipline	Business/Economics	180	41.9%
	Engineering/Technology	120	27.9%
	Social Sciences/Humanities	90	20.9%
	Other	40	9.3%
Family Entrepreneurial Background	Yes	185	43.0%
	No	245	57.0%
Perceived Economic Status	Low	70	16.3%
	Middle	290	67.4%
	High	70	16.3%
Community Entrepreneurial Culture	Supportive	260	60.5%
	Not Supportive	170	39.5%

Data analysis was performed using SmartPLS version 4.0, applying Partial Least Squares Structural Equation Modeling (PLS-SEM). This software is considered a rigorous statistical tool, ideally suited to exploratory and predictive research models with latent constructs. The analysis proceeded in a two-stage process. First, the reliability and validity of the measurement model were investigated, including indicator reliability, internal consistency, convergent validity, and discriminant validity. Second, structural modeling was conducted to test the

theoretical relationships hypothesized among the variables. Path coefficients were used to establish significance with bootstrapping based on 5,000 resamples.

The employment of SmartPLS enabled the researchers to manage intricate relationships among several independent and dependent constructs with assurance about the robustness of the model, even with a comparatively moderate sample size. Based on the obtained data, SmartPLS proved to be an ideal technique for testing the conceptual framework proposed and establishing research hypotheses.

4. Results

4.1 Construct Reliability and Validity

Table 2 shows the measurement model assessment on reliability and validity for all five constructs. The external loadings across all items were significantly above the minimum acceptable value of 0.70, signifying good indicator reliability, except for item SEI1 in SEIs, which had a loading of 0.548 but was still kept owing to the acceptable overall model statistics. Cronbach's alpha for all the constructs ranged from 0.830 to 0.884, which suggests adequate internal consistency. Composite reliability (CR) values were also significantly higher than the 0.70 threshold, varying from 0.877 to 0.915, reflecting high reliability. Average variance extracted (AVE) values for all the constructs were higher than the threshold value of 0.50, with values varying from 0.593 to 0.684, affirming sufficient convergent validity.

Figure 2 depicts the estimated structural model of the study, showing the path relationships between EP, SE, ability, education, and their combined effect on SEIs. All paths were graphically illustrated with standardized coefficients to display the strength of the tested relationships in SmartPLS. The model illustrates the direct effects from every independent variable to the dependent variable and gives a clear indication of the tested hypotheses and their level of statistical significance. The graphical model serves to validate the structural relationships verified in the analysis, and there is significant visual correspondence with the conceptual framework suggested in the study.

Table 2: Variables' reliability and validity

Variables	Items	Outer Loading	Cronbach's Alpha	CR	AVE
Entrepreneurial Ability	EA1	0.719	0.873	0.909	0.666
	EA2	0.833			
	EA3	0.828			
	EA4	0.875			
	EA5	0.817			
Entrepreneurial Education	EE1	0.729	0.836	0.884	0.604
	EE2	0.765			
	EE3	0.775			
	EE4	0.841			

	EE5	0.773			
Entrepreneurial Personality	EP1	0.798	0.884	0.915	0.684
	EP2	0.861			
	EP3	0.830			
	EP4	0.870			
	EP5	0.772			
Entrepreneurial Self-Efficacy	ES1	0.773	0.846	0.891	0.620
	ES2	0.771			
	ES3	0.827			
	ES4	0.817			
	ES5	0.745			
Social Entrepreneurial Intention	SEI1	0.548	0.830	0.877	0.593
	SEI2	0.757			
	SEI3	0.804			
	SEI4	0.884			
	SEI5	0.816			

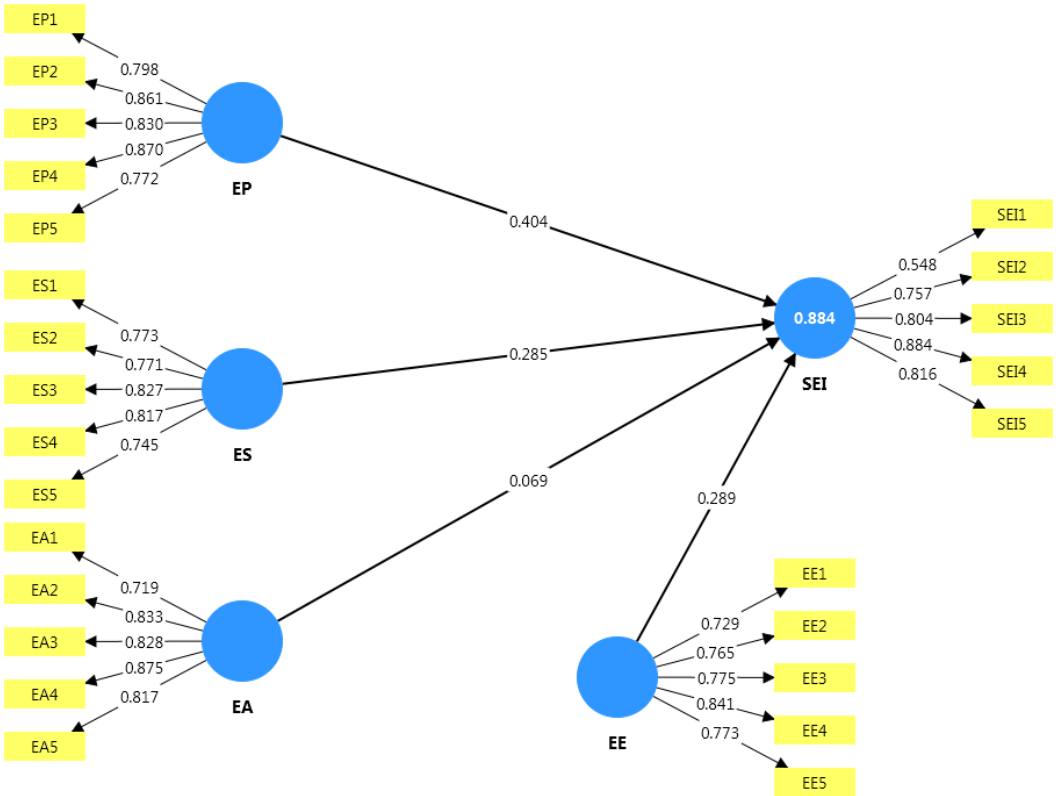

Figure 2: Estimated Model

4.2 Discriminant Validity

Table 3 illustrates the Heterotrait-Monotrait (HTMT) ratios employed to evaluate discriminant validity between the five constructs. All HTMT values were less than the conservative cut-off value of 0.90, which indicates that the constructs are statistically different from each other. The maximum HTMT of 0.871 existed within tolerable boundaries between entrepreneurial ability and entrepreneurial education, confirming that these two connected constructs do not suffer from multicollinearity. Other correlations, including EP and SEIs (0.861) and entrepreneurial SE and EP (0.812), also fell below the 0.90 threshold. These findings establish strong support for discriminant validity in the measurement model, assuring that every construct identifies a distinct aspect of the conceptual model.

Table 3: Discriminant Validity (HTMT)

	EA	EE	EP	ES	SEI
Entrepreneurial Ability					
Entrepreneurial Education	0.871				
Entrepreneurial Personality	0.763	0.828			
Entrepreneurial Self-Efficacy	0.831	0.781	0.812		
Social Entrepreneurial Intention	0.851	0.660	0.861	0.816	

4.3 R-squared, Q-squared, and Model Fit

Table 4 shows the fit indices of the model and explained variance in the dependent variable, SEIs. The R-squared was 0.884, a measure that suggests that 88.4% of the variance in SEIs is accounted for by the four predictors, EP, SE, ability, and education. The adjusted R-squared was equally high at 0.883, a further indication of the strength of the model. The value of Q-square (predictive relevance) was 0.881, which is greater than the zero threshold and represents high predictive accuracy of the model. The value of standardized root mean square residual (SRMR) was 0.075, much less than the cut-off of 0.08, and verifies that the model reflects an acceptable fit. Collectively, these findings emphasize that the model is statistically credible and able to explain a majority of the outcome variable.

Table 4: R-squared, Q-squared, and Model Fit

	R-squared	R-squared adjusted	Q^2	SRMR
Social Entrepreneurial Intention	0.884	0.883	0.881	0.075

Figure 3 graphically depicts the structural model applied to path analysis, with the standardized path coefficients between the independent variables: EP, SE, capability, and education, and the dependent variable, SEIs. Arrows indicate the hypothesized causality, and each path is labeled with its corresponding beta coefficient (β), showing the strength and direction of the relationship. The model indicates that all paths are positive, and their strength differs, echoing the differing extent to which each construct impacts students' SEIs. The figure

proves that all four hypotheses are supported, providing an interpretable and clear view of the empirical relationships examined in this study.

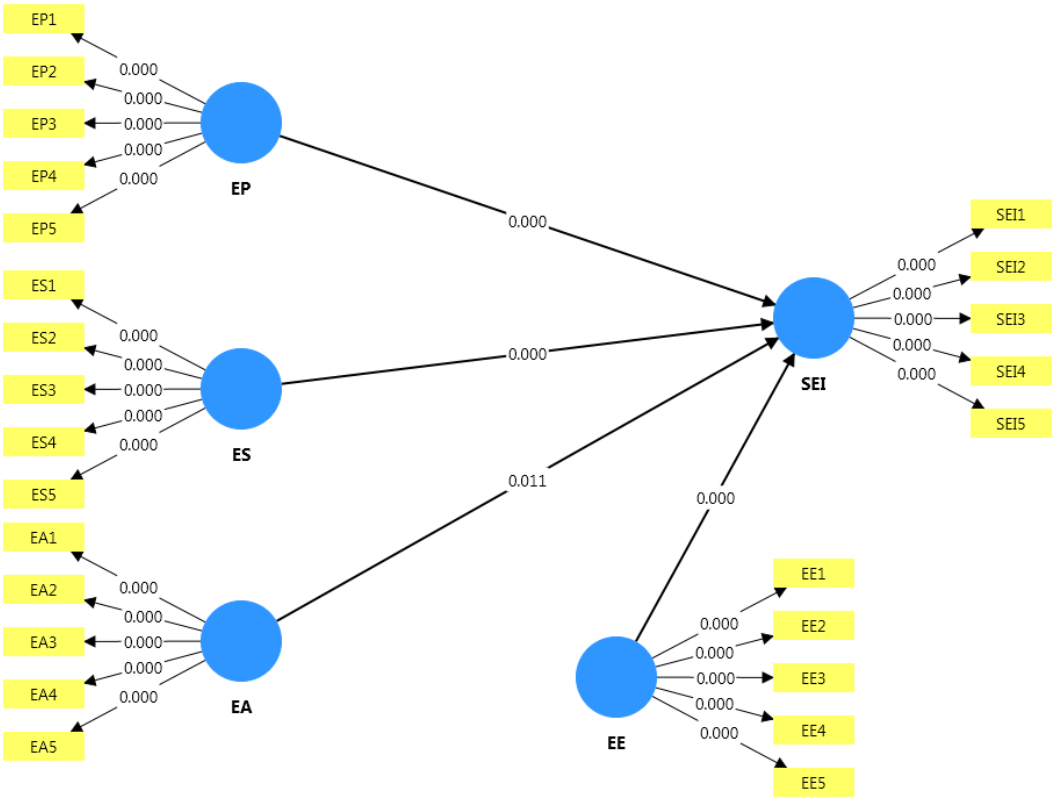

Figure 3: Structural Model for Path Analysis

4.4 Path Analysis

Table 5 shows the structural path analysis results in the hypothesized relationship through SmartPLS as beta coefficients (β), standard deviation (Stdv), t-values, and p-values. H1 indicates that EP impacts strongly, positively, and statistically on SEIs ($\beta = 0.404$, $t = 11.668$, $p < 0.001$), making it the strongest among the four. H2 verifies that entrepreneurial SE contributes significantly and positively ($\beta = 0.285$, $t = 7.321$, $p < 0.001$), indicating that students who possess faith in their entrepreneurial ability are likely to be involved in social entrepreneurship.

H3 identifies a smaller but statistically significant effect of entrepreneurial competence on SEIs ($\beta = 0.069$, $t = 2.302$, $p = 0.011$), suggesting that practical skills play an important role, but to a lesser degree. H4 verifies the strong influence of entrepreneurial education ($\beta = 0.289$, $t = 8.314$, $p < 0.001$), indicating that formal training and education can critically develop students' intentions for engaging in social entrepreneurial businesses. Generally, the path analysis offers strong empirical validation for the research model, with all of the hypothesized relationships being positive and statistically significant.

Table 5: Path Analysis

	β	Stdv	T value	P values	Decision
H1: EP has a positive and significant impact on college students' social entrepreneurial intention.	0.404	0.035	11.668	0.000	Accepted
H2: Entrepreneurial SE has a positive and significant impact on college students' social entrepreneurial intention.	0.285	0.039	7.321	0.000	Accepted
H3: Entrepreneurial ability has a positive and significant impact on college students' social entrepreneurial intention.	0.069	0.030	2.302	0.011	Accepted
H4: Entrepreneurial education has a positive and significant impact on college students' social entrepreneurial intention.	0.289	0.035	8.314	0.000	Accepted

5. Discussion

In the current age of growing global problems and social imbalances, the role of youth in social innovation has never been more crucial. Social entrepreneurship has emerged as a game-changer platform through which the entrepreneurial spirit is being utilized not merely for business success but for creating enduring social value. This study set out to examine the educational and psychological determinants that influence college students' SEIs within the dynamic of learning institutions and the economic climate of Zhejiang Province. Drawing on the TPB as its conceptual framework, the study merged four basic predictors, EP, SE, capability, and education, into an integrated model. The goal was to investigate how these factors individually and collectively shape the motivation of students to initiate social ventures. The findings confirmed the first hypothesis, indicating that EP is positively and significantly related to college students' SEIs.

This result agrees with past studies highlighting the role of personality characteristics like proactiveness, innovativeness, risk-taking, and internal locus of control in the formation of entrepreneurial motivation (Bergner et al., 2023). These factors are particularly vital in social entrepreneurship because they enable individuals to identify social problems, envision innovative solutions, and act with vigor in the unknown. The positive correlation found in the analysis suggests that students with more pronounced EP traits are more likely to consider social entrepreneurship as an effective and worthwhile career choice (Pandey et al., 2023).

This complements current theoretical models, specifically the TPB (Ajzen, 1991), by illustrating how dominant personality dispositions can influence positive attitudes and perceived behavioral control, both of which play a key role in the formation of intentions. The significance of this discovery is considerable for schools and policymakers because it indicates a requirement to develop and spot talent in students for these entrepreneurial tendencies through more specific

training, hands-on learning, and morals-based education at an early stage of academic careers.

The second hypothesis, which implies that entrepreneurial SE has a positive impact on SEIs, was also confirmed by the research. Entrepreneurial SE refers to the students' confidence in their ability to start and operate a social venture, with its central influence consistent with the major precepts of Bandura's social cognitive theory (Bandura, 2023). Students with high SE are more motivated, persistent, and resilient, which are crucial for the inherently demanding enterprise of social entrepreneurship (Ho et al., 2025). The conclusions of this study confirm the perspective of Le et al. (2023) that SE is a point of departure in socially entrepreneurial decision-making.

Secondly, the hypothesis confirms that increasing students' confidence levels in their entrepreneurial abilities can result in more potent SEIs. This discovery has immediate implications for teachers and curriculum designers who are trying to integrate confidence-building aspects into entrepreneurship studies to make students feel successful as entrepreneurial operators, including simulation exercises, working in peer groups, mentorship schemes, and experiential project-based engagement.

The third hypothesis regarding entrepreneurial ability's role in SEIs was also confirmed, with further validation provided on the roles of hands-on abilities and skills in driving students towards social venture initiation. Entrepreneurial ability, measured through opportunity identification, decision-making, communication, and leadership, provides students with the ability to translate intention into action (Nguyen et al., 2025). The findings reveal that students with higher entrepreneurial capacity also rate themselves as being more capable of addressing the complex and varied social entrepreneurship challenges. This aligns with previous research that suggests applied entrepreneurial skills are necessary to initiate and sustain innovative solutions to social maladies (Bui et al., 2023).

The result also affirms the significance of competency-based entrepreneurial training, particularly in colleges and universities. Therefore, colleges and universities must prioritize the development of entrepreneurial skills not just through classroom learning but also by practical immersion, community work, case studies, and co-curricular activities (Utami et al., 2025). Through these approaches, learning programs can help students internalize a sense of agency, where they are motivated to take charge of addressing serious issues confronting society.

Lastly, the fourth hypothesis regarding the positive influence of entrepreneurial education on SEIs was also confirmed, indicating that systematic and purposeful learning processes significantly contribute to students' motivation towards initiating social ventures. Entrepreneurial education not only equips individuals with knowledge about entrepreneurial processes but also engenders sensitization to societal problems, ethical thinking, and innovation-led thinking

(Le et al., 2023). The positive correlation in the present study highlights the necessity for quality educational programs that combine both entrepreneurship and social impact facets. This result corroborates a prior work by Ukil (2025), who established that experiential and value-based entrepreneurial education causes greater social entrepreneurial motivation. In Zhejiang Province, where students are both confronted with economic dynamism and social disparity, entrepreneurial education is an essential arena for creating socially conscious and responsible future leaders (Ye et al., 2025). The implication is obvious: universities must commit to multidisciplinary, action-based, and socially situated entrepreneurship education that encourages students to think about how to be an entrepreneur and the reasons behind this particular endeavor. This method can serve to develop a new breed of entrepreneurs who are driven by purpose, skillful, and determined to bring positive change within their communities.

Overall, the four hypotheses emphasize the multidimensional nature of SEIs and confirm that both personal dispositions and educational settings are central in shaping them. The impacts of EP, SE, ability, and education are not only apparent in their direct influences but also in their interactive ability to foster socially oriented entrepreneurial action among college students. These results support the conceptual framework that is put forth and add to a deeper understanding of how cognitive, behavioral, and contextual factors intersect to affect socially oriented entrepreneurship.

As Zhejiang remains a leader in innovation and social advancement, preparing students with the proper psychological qualities and educational experiences becomes an imperative. The findings produced by this study provide crucial recommendations for teachers, policymakers, and practitioners who seek to develop a next generation of socially responsible entrepreneurs who are not only competent but also devoted to solving the urgently needed social problems of our era.

6. Conclusion

In sum, the present research presents a systematic analysis of the antecedents to college students' SEIs with particular emphasis on EP, SE, ability, and education within the Zhejiang Province context. The results corroborated that all of these variables play an important and positive role in shaping students' motivation to undertake socially directed entrepreneurial activities. By combining psychological and educational viewpoints in the context of the TPB, the research not only confirms established theoretical constructs but also broadens them to capture the distinct dynamics of social entrepreneurship among young people more accurately.

Additionally, the study highlights the need for preparing students with the appropriate mix of mindset, confidence, skills, and knowledge to motivate action towards resolving societal problems through innovation. The theoretical and practical implications are pertinent and valuable for educators, policymakers, and researchers interested in developing a new generation of

socially conscious entrepreneurs. Considering the limitations of the study, it presents worthwhile avenues for future research into how multiple factors, such as cultural and institutional ones, influence social entrepreneurial conduct. Finally, this study adds to the increasing discussion of how personal growth and higher education can cross paths to create social change in significant and lasting forms.

7. Implications

The practical implications of the study are most relevant to educators, college leaders, entrepreneurship instructors, and policymakers seeking to cultivate social entrepreneurial capacity in college students. The results unambiguously show that building EP, improving SE, enhancing entrepreneurial skills, and providing focused entrepreneurial education play significant roles in influencing the SEIs of students. For institutions of higher learning and education in Zhejiang and comparable areas, it means integrating modules of value-based entrepreneurship into prevailing curricula with a focus on business development, social responsibility, and innovation. Workshops, mentorship, community outreach programs, and simulations of real-world situations need to be organized on a regular basis to foster confidence, competency, and mindset for solving the prevalent problems in a society through enterprise.

Such findings can also be used by policymakers and government bodies to design youth-focused policies that encourage social entrepreneurship. Some examples include financing social impact incubators, conducting social innovation competitions, and providing student-led entrepreneurial ventures with recognition and support initiatives. By integrating educational and policy approaches into the psychological drivers outlined within this study, stakeholders are able to foster a more facilitative environment that encourages young people to lead the way to addressing pressing issues of concern within communities using innovative and sustainable approaches.

Theoretically, this research adds to the body of literature on social entrepreneurship by broadening the use of the TPB to a culturally unique setting (Zhejiang Province college students) and incorporating a larger array of predictors such as personality, SE, ability, and education. While earlier studies have tended to investigate these variables separately or in conjunction with overall entrepreneurial intention, this study offers a broader and more contextually embedded model of how SEIs are formed. The robust effect of EP and SE supports TPB's attitude and perceived behavioral control constructs, and with the addition of ability and education, new facets are introduced that enhance the model's explanatory power.

This expanded framework stresses the interplay between internal cognitive processes and external learning environments in the development of intentional behavior. In addition, the research provides opportunities for further research to examine how these variables interact longitudinally or under varying socio-cultural circumstances. It also implies that theoretical frameworks of entrepreneurship must become more adaptive, incorporating both individual

characteristics and systemic factors to capture the nuance of social entrepreneurial choice.

8. Limitations and Future Directions

Although this study contributes in several ways, it has its limitations, which provide opportunities for future research. First, the study was based on a geographical and cultural context of college students in Zhejiang Province, which may limit its generalizability to other areas or demographic groups. Future research may increase the sample size to include students from various provinces or contrast findings across various cultural and institutional environments to better understand the contextual effects on SEIs. Second, the research utilized a cross-sectional design, which only captured students' perceptions at a moment in time. This means that it does not enable the analysis of changes over time in intentions or actions.

Thus, longitudinal research should be able to give more solid insights into how EP, SE, ability, and education dynamically interact to determine the formation of social ventures. Moreover, since the existing model takes into account individual psychological and educational predictors, future studies can incorporate environmental and institutional predictors such as social support, policy incentives, and organizational culture to provide a more comprehensive understanding. Lastly, the use of self-reported data might introduce social desirability or self-perception biases. Hence, using mixed-method designs involving interviews, behavior observations, or case studies could complement the data and offer a richer, contextualized understanding of how SEIs are shaped.

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