

**THE EFFECTS OF EMOTIONAL INTELLIGENT (EI), CREATIVITY,  
MORAL OBLIGATION AND EMPATHY ON STUDENTS' MOTIVATION IN  
SOCIAL ENTREPRENEURSHIP AMONG UNDERGRADUATES**

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UNIVERSITI PENDIDIKAN SULTAN IDRIS**

**2020**

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OBLIGATION AND EMPATHY ON STUDENTS' MOTIVATION IN SOCIAL  
ENTREPRENEURSHIP AMONG UNDERGRADUATES

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PROJECT PAPER SUBMITTED IN FULFILLMENT OF THE REQUIREMENT  
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HONOUR

FACULTY OF MANAGEMENT AND ECONOMIC  
UNIVERSITI PENDIDIKAN SULTAN IDRIS

2020

## DECLARATION OF ORIGINAL WORK

This declaration is made on the.....(day).....(month) 20.....(year)

### i. Students' Declaration

I, SITI NUR RAFIDAH BINTI HAMID, D20161074153 hereby declare that project paper for Faculty of Management and Economic titled The Effect of Emotional Intelligence (EI), Creativity, Moral Obligation and Empathy on Students' Motivation in Social Entrepreneurship among Undergraduates is my original work. I have not plagiarized from any other scholars' work and any sources that contains copyright had been cited properly for the permitted meanings. Any quotations, excerpt, reference or re-publication from any works that has copyright had been clearly and well cited.

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Students' Signature

### ii. Supervisors' Declaration:

I \_\_\_\_\_ hereby certify that the work entitled The Effect of Emotional Intelligence (EI), Creativity, Moral Obligation and Empathy on Students' Motivation in Social Entrepreneurship among Undergraduates was prepared by the above named student, and was submitted to the Faculty of Management and Economic as a fulfillment for the conferment of Degree of Education (Business Management) With Honour, and the aforementioned work, to the best of my knowledge, is the said students' work.

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Date:

---

Signature of Supervisor

## APPRECIATION

Thankfully for the divine gift of grace, I was able to successfully complete this Final Year Project. I am express my deep appreciation to Dr. Norsamsinar binti Samsudin, Supervisor of my Final Year Project, for her guidance.

A big thanks to my one and only beloved parents Hamid bin Hassim and Dyg Jamilah binti Tangah who gave me many words of encouragement, support and prayers that never end. Without their support and prayer over my four years of study and especially as I completed this final year project, it was impossible for me to finish it. As well as my sisters Nur Shammiela and Fatin Nadia for always providing long-term support and praying for my comfort, health and well-being.

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May all the cooperation and devotion given by all parties receive the blessing and glory of Allah Almighty and always be blessed in daily life.

## ABSTRACT

This study aimed to investigate the factors that most contributing to the students' motivation towards social entrepreneurship among undergraduates. A total of 1220 students from 15 selected public universities in Malaysia under the Entrepreneurial Act Us Program (Enactus) were involved in this research. This research focused on four factors that most contribute in students' motivation towards social entrepreneurship which is emotional intelligence, creativity, moral obligation and empathy. A set of questionnaire was utilized to collect data. Descriptive statistics such as mean, frequency, standard deviation and percentages were used to identify the level of students' motivation towards social entrepreneurship, emotional intelligence, creativity, moral obligation and empathy. Inferential statistics including simple linear regression and correlations were used to test the research hypotheses of the research. The results show that there is a significant effect between dependent variables namely emotional intelligence, creativity, moral obligation and empathy and independent variables which is students' motivation for social entrepreneurship. The findings of the study are hoped to be useful to relevant parties in order to enhance graduates participation in social entrepreneurship programs.

## **ABSTRAK**

Kajian ini bertujuan untuk mengkaji faktor yang mempengaruhi motivasi pelajar terhadap keusahawanan sosial dalam kalangan mahasiswa. Seramai 1156 orang pelajar daripada 15 buah universiti awam terpilih di Malaysia yang mengikut Program Entrepreneurial Act Us (Enactus) dilibatkan sebagai populasi dalam kajian motivasi pelajar terhadap keusahawanan sosial ini. Kajian difokuskan kepada empat faktor motivasi keusahawanan sosial iaitu kecerdasan emosi, kreativiti, kewajipan moral dan empati. Soal selidik turut digunakan untuk mengumpul data kajian. Statistik deskriptif seperti min, frekuensi, sisihan piawai dan peratus digunakan untuk mengenalpasti tahap motivasi pelajar terhadap keusahawanan sosial, kecerdasan emosi, kreativiti, kewajipan moral dan empati. Statistik inferensi yang merangkumi korelasi dan regresi linear mudah telah dibentuk untuk menguji hipotesis kajian. Hasil kajian mendapati bahawa terdapat hubungan yang signifikan antara pemboleh ubah bersandar iaitu kecerdasan emosi, kreativiti, kewajipan moral dan empati serta pemboleh ubah bebas iaitu motivasi pelajar terhadap keusahawanan sosial. Dapatan kajian yang telah diperolehi diharap mampu dimanfaatkan oleh pihak yang berkaitan untuk meningkatkan penyertaan graduan dalam program berorientasikan keusahawanan sosial.



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## LIST OF ABBREVIATIONS

EI	Emotional Intelligence
EMNC	Enactus Malaysia World Competition
Enactus	Entrepreneurship Action Us
EPU	Economic Planning Unit
fa	Approval unit
FBK	<i>Fakulti Bahasa &amp; Komunikasi</i>
fc	50% expectation approval
FPE	<i>Fakulti Pengurusan &amp; Ekonomi</i>
FPM	<i>Fakulti Pembangunan Manusia</i>
FPTV	<i>Fakulti Pendidikan Teknikal &amp; Vokasional</i>
FSK	<i>Fakulti Sains Kemanusiaan</i>
FSKIK	<i>Fakulti Seni, Komputeran dan Industri Kreatif</i>
FSMP	<i>Fakulti Seni Muzik &amp; Persembahan</i>
FSMT	<i>Fakulti Sains &amp; Matematik</i>
FSSK	<i>Fakulti Sains Sukan &amp; Kejurulatihan</i>
HEI	Higher Education Institutions
MEB	Malaysian Education Blueprint
MoHE	Ministry of Higher Education
N	Number of item tested for approval value
PLI	Poverty Line Income
SIFE	Student in Free Enterprise
SPSS	Special Package for Social Science Software
SULAM	Program Service Learning Malaysia – University For Society
TARUC	Tunku Abdul Rahman University College

UIA	<i>Universiti Islam Antarabangsa</i>
UiTM	<i>Universiti Teknologi Mara</i>
UMP	<i>Universiti Malaysia Pahang</i>
UMS	<i>Universiti Malaysia Sabah</i>
UMT	<i>Universiti Malaysia Terengganu</i>
UNIKL	<i>Universiti Kuala Lumpur</i>
UniMAP	<i>Universiti Malaysia Perlis</i>
UNIMAS	<i>Universiti Malaysia Sarawak</i>
UNITEN	<i>Universiti Tenaga Nasional</i>
UNMC	University of Nottingham Malaysia Campus
UPM	<i>Universiti Putra Malaysia</i>
UPSI	<i>Universiti Pendidikan Sultan Idris</i>
USIM	<i>Universiti Sains Islam Malaysia</i>
USM	<i>Universiti Sains Malaysia</i>
UTeM	<i>Universiti Teknikal Malaysia Melaka</i>
UTHM	<i>Universiti Tun Hussein Onn Malaysia</i>
UUM	<i>Universiti Utara Malaysia</i>



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Preface

Nowadays, the term of entrepreneurship is not something rare to be spoken. Entrepreneurship is a vital part of Malaysia (Amier Hafizun Ab Rashid, Sakinah Mupit, Mohamad Afdzam Rahim, 2018). It is a common vocabulary to many people, a topic occupying a prominent position on the research agenda of scholars from variety of backgrounds and disciplines Obino, Namusonge & Damary, (2012) stated that entrepreneurial activities are capable in mobilizing the country's economy and ensuring the well-being of the society (Rosna Mohamad & Norasmah Othman, 2018). Entrepreneurship giving success that motivates others and provides a wealth of luxury to the individuals involved.

According to (Syahrina Abdullah, Armanurah Mohamad & Lily Julienti Abu Bakar, 2016), entrepreneurship means more than just establishing and running a business. In addition, it is a dynamic process encompassing vision, change and creation that requires the application of energy and enthusiasm towards implementing new ideas and creative solutions (Syahrina Abdullah et al., 2016). As (Kao, 1993) says, entrepreneurship is the process of doing something new and something different for the purpose of creating wealth for the individual and adding value to the society. Jacques & Meyer (2018), said that, it has been pointed out as a key contributor to sustained economic growth and development as it not only creates employment but increased spending in markets and knowledge transfers. But, there is a difficulties faces by the

fresh graduates from getting a job. The scroll that they obtained is not a promising that the graduates will get a job in line with their field. Mohammad Imtiaz Hossain, Yagamaran, Tanzila Afrin, Nasimuzzaman Limon, Md Nasiruzzaman, Asif Mahbub Karim, (2018) emphasize that the graduate unemployment rate is one of the current issues being discussed by higher education scholars Based on the statistic of Graduates Tracer Study by The Ministry of Higher Education (MoHE), (2018) in Table 1.1, there is an increasing in the number and percentage of Malaysian Graduates by Employment Status in public universities. In 2016, the unemployment rate was 22.5% and slightly increase to 21.6% within 26,776 person in 2017. This number slightly decreasing on 2018 with only 20.7%. Even there is a changes during 2017 until 2018 around 0.9%, but it still maintaining the huge number in the rate of unemployment.

Table 1.1: Percentage of Malaysian Graduates by Employment Status According to Categories of Higher Education Institution HEIs' (2016-2018)

Employment Status		Employed		Further Study		Upgrading skills	
Category of HEIs'	Year	No.	%	No.	%	No.	%
Public Universities	2018	67,922	55.2	20,603	16.7	2,181	1.8
	2017	65,592	52.9	22,116	17.8	3,339	2.7
	2016	65,808	57.4	14,976	13.1	3,377	2.9
	Year	Waiting for work placement		Unemployment		Total	
		No.	%	No.	%	No.	%
	2018	6,891	5.6	25,446	20.7	123,043	100
	2017	6,252	5.0	26,776	21.6	124,075	100
	2016	4,707	4.1	25,821	22.5	114,689	100

Sources: MoHE, (2018)

There are about 94,702 student's graduates in 2018 for social sciences, business and law. This statistic can be seen in Table 1.2 as shown below:



Table 1.2: Percentage of Malaysian Graduates by Employment Status According to Field of Studies in 2018

Field of Studies	Employed		Further Study		Upgrading skills	
	No.	%	No.	%	No.	%
	55,853	59.0	14,545	15.4	1,521	1.6
Social Sciences, Business and Law	Waiting for work placement		Unemployment		Total	
	No.	%	No.	%	No.	%
	2,705	2.9	20,078	21.2	94,702	100

Sources: (The Ministry of Education, 2019)

From the statistic stated by (The Ministry of Education, 2019), there are only 55,853 graduates from public universities were employed in social sciences, business and law. While, 20,078 graduate were unemployed. There are several reasons stated why graduates from public universities were still unemployed. The highest ranking with rate 72.6% on why they still unemployed is because they still seeking for job. There are also graduates taking a break, travelling and having their vacation (rate around 8.3%).

In today's society, the term of entrepreneurship has expanded its scope to the context that involves the achievement of social goal and not profit oriented. Ching, Liang, Wu, Law & Liu (2018) had mentioned that social entrepreneurship is aimed at resolving social problems through the activities of social entrepreneurs financed through business actions in the market. Social entrepreneurship involves the application of traditional entrepreneurship principles to the context and focus on social issues (Suraiya Ishak & Ahmad Rafli Che Omar, 2015).

The Ministry of Higher Education Malaysia has introduced the Malaysia Education Blueprint (MEB) 2015-2025 (Higher Education, HE) which aims to transform higher education. MEB (HE) can be described as follow:

*MEB (HE) is developed in collaboration and guided consultations by Malaysian academic leaders with over 100 groups representing various*



*interests and thousands of concerned individuals. They are involved include Malaysian and international education experts, administrators university, University Board, academic community, association representing a variety of industries and employers, related agencies, parents, students and the public*  
(Blueprint, 2015, pg. 14)

MEB (HB) had outline 10 shifts to achieve system and student aspiration. Figure 1.1 shows 10 shifts that applies to all institution in HEIs system. The shifts is based on the success of higher education system which are identified in three perspectives (Ministry of Education, 2015)

Figure 1.1: 10 Shifts of MEB (HE) 2015-2025



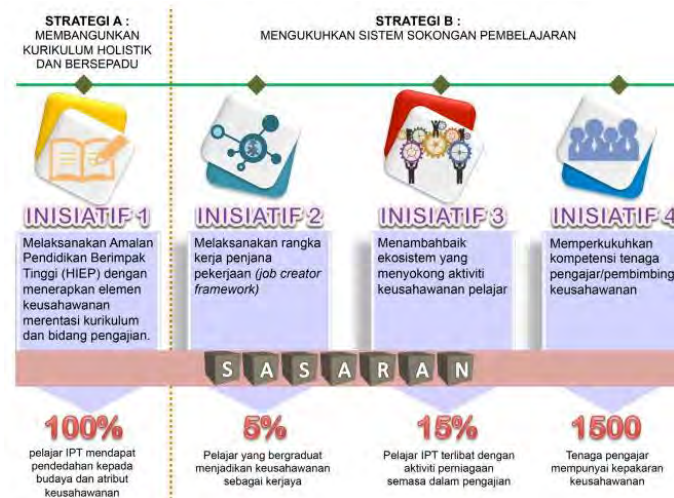
Sources: (Ministry of Education, 2015)

The first perspective is performance issues in HEIs in Malaysia, such as better quality of needs and consistency for students and also to increase return on investment. Next perspective is best practices for a successful HEIs system such as focus to attract quality talent (academic staff, students and researchers) and effort to create a robust ecosystem. The third perspective is global trends that disrupt the HEIs landscape such as internationalization of HEIs and new digital technologies. The first four shifts focus on talent success in HEIs system including students in both paths academic and TVET, academic community and society that participate in learning throughout life. The other

six shifts were concentrated on the catalyst of HEIs ecosystem, which includes critical components of higher education such as funding, innovation, governance, internationalism, online learning and delivery. (Ministry of Education, 2015)

MEB (HE) outline 10 shifts in order to create high quality education system so Malaysia can compete globally. In line with the aspiration of MEB (HE) to inculcate entrepreneurial mindset throughout high education system, produce graduates to be a job creator and to ensure sustainability financial of HEIs, Ministry of Higher Education (MOHE) introduced The Higher Education Institution Entrepreneurship Action Plan 2016-2020. This Action Plan is a continuation of HEIs Entrepreneurial Development Policy introduced by MOHE in 2010 and Entrepreneurship Strategic Plan 2013-2015. Entrepreneurship Action Plan 2016-2020 designed based on current achievements, challenges and requirement. It focuses on four key initiatives based on two strategy under Shift 1 in MEB (HE) as shown in Figure 1.2. According to Datuk Seri Idris Jusoh, former Education Minister of Malaysia, the initiative will further strengthen the HEI entrepreneurial ecosystem with 100% student engagement, 15% HEI students engaged in entrepreneurship during their studies and 5% of graduates engaged in entrepreneurial fields by 2020 (New Straits Time, 2016)

Figure 1.2: Initiatives based on Shift 1 in MEB (HE)



Sources: (Ministry of Education, 2015)

Siti Daleela Mohd Wahid, Abu Hanifah Ayob & Wan Mohd Hirwani Wan Hussain (2019), emphasizes that, in ascertaining that individuals become social entrepreneurs, the antecedent influence their intentions need to be studied. Past studies have identified several factors that influence student's motivation in social entrepreneurship such as emotional intelligent (EI) by Tiwari, Bhat & Tikoria (2017), moral obligation (Syed Mahazir Kazmi, Ali Hammad, Arslan Ahmed & Salman Zulfiqar, 2019), empathy (Fatoki, 2018) and creativity (Preeti et al., 2017).

Preeti et al., (2017) emphasizes that, EI really beneficial for social entrepreneurs as they have to come up with a creative clarification to the unfulfilled requisitions of the community. Thus, ability in managing EI can contribute social entrepreneurs with high competence. Therefore, the emergence of EI is great to anticipate social entrepreneurship among students.

Moral obligation is an interpolated that discern between entrepreneurship and social entrepreneurship (Syed Mazahir Kazmi et al., 2019). Someone with elevated moral values has a desired towards social entrepreneurship. A person with social entrepreneurship has a sight of responsibility, duty and inspire to assist the community (Syed Mazahir Kazmi et al., 2019).

Empathy form the role of social entrepreneurship when one are inspires to take the responsibility and show righteous attitude based on the research done by Yu & Wang (2018). Preeti et al., (2017) states that creativity is an action to construct something that newly discovered and precious.

Thus, this research is attempt to investigate the factors that most contributing to the student's motivation in social entrepreneurship activities such as (EI), creativity, moral obligation and empathy.

## 1.2 Research Background

The practice of social entrepreneurship has grown rapidly in overseas and definitely in Malaysia as well. Student engagement in social entrepreneurship is one of the process to expose them with the characteristic and culture of entrepreneur. This is what people says as a learning process. This field directly teaches student on how to get involved with the community. For instance, student can helps to develop the society with entrepreneurial knowledge they have learnt in university. The knowledge that they gained in class can be adapt towards society.

There are some program of social entrepreneurship that gives benefit to students, industry and also the society. The program is Entrepreneurship Action Us (Enactus). ENACTUS was originally known as Student in Free Enterprise (SIFE) but was changed to ENACTUS after October 2012 (Hariyaty Ab Wahid, 2014). Enactus is one of the program that fully involves student in any social entrepreneurship activities. This program is well received by Malaysian Higher Education Institutions. Enactus can be described through such concepts as Entrepreneurial (having the perspective to see the opportunity and the talent to create value from that opportunity), ACTION (the willingness to do something and the commitment to see it even if the outcome is not guaranteed and the Us (group of people who see themselves connected to some important way: individuals who are part of a larger whole) (www.centenaryuniversity.edu). The establishment of Enactus is able to expose students with leadership experience in creating a variety of community-based programs.



Student's involving in Enactus will engage the community by teaching them on how to market products and business operations. Table 1.3 shows a few projects that has been undertaken by student's participating in Enactus. There are also stated achievement that Enactus members had received.

Table 1.3: Students' involvement in Enactus projects

Sources (Year)	Programs	Descriptions
( <a href="http://www.enactus.org">www.enactus.org</a> , 2019)	Universiti Malaysia Sabah (UMS) team created jobs closer to home for the villagers in Kipouvo, a rural area in Borneo. They introduce the villagers with Kipouvo Homestay.	The idea was triggered when many residents in Kipouvo began moving to the city for better jobs and this is affected the development. UMS with cooperation of international trust develop a five-room homestay in the village. They require a workers to do every job such as jungle guides, cooks and housekeepers. This will increase revenues among the villagers. Besides, they can introduce the heritage culture to the visitors. UMS teams also cooperate with farm families to grow chemical-free fruits and vegetables to sell among the villagers and visitors. The ENACTUS team also teaches some women in the village to make handicrafts and market to tourists. Nearly 100 people from around the world have come to visit this kipouvo homestay. Volunteers also help build bridges, draw murals for local kindergartens, teach English for children and adults. Through this business, their monthly income from RM222 increased to RM2,824.
(Berita Harian, 2016)	Universiti Islam Sains Malaysia (USIM) students	47 Enactus's members in USIM collect used oil from local community in Bandar Baru Nilai, school canteen and restaurant to prevent pollution. The project was intended to expose the



created a project public not to dispose their used cooking oil to named Golden Oil. avoid water. The used oil will be sold to the oil and gas company, Uni10 Energy Sdn. Bhd. Uni10 Energy will recycle it as bio-diesel material for heavy vehicles and remove glycerin. Through their continuous effort, Enactus USIM received the Best Entrepreneurial Project Award through the USIM Entrepreneurship Award 2015. The project also enabled them to win fourth place in the Enactus Malaysia National Cup 2015 which was attended by 17 Public Universities in Malaysia.

([www.ums.edu.my](http://www.ums.edu.my), 2017)) UMS brings research products based on tea product from mulberry leaves and “payao”project in Pulau Sepanggar. UMS have won in first place in the Enactus Malaysia National Competition 2017. The success has led them to represent the country for the Enactus World Cup Competition in London. They won based on two high impact entrepreneurship project. It involves the project of tea product from mulberry leaves which has successfully raised income over 300 community in Kampung Tudang, Tuaran within a year. Meanwhile, the “Payao” project which is an artificial reef installation at the Pulau Sepanggar has increased the catch. Also, it helps in reduced fuel cost and benefited over 23 fisherman in that area.

([www.umat.edu.my](http://www.umat.edu.my), 2018) - POLLEN Project - EASTVEGE - FERESYS There are three project conducted by Universiti Malaysia Terengganu (UMT) where they stand out as a winner in Enactus Malaysia National Competition 2018. As they win in ENMC, UMT Enactus will represent Malaysia in Enactus World Cup Competition 2018 in San Jose,

California. There are 24 students presented three projects which is POLLEN Project that focusing on the concept of pollination. The farmers used the bees as a pollination agent to improve the quality of the fruit. EASTVEGE focusing on the cucumber based-industry in Terengganu. They empowered local entrepreneurs to produce cucumber juice, soap and other related product. Cucumber has led them to establish East Vege Enterprise. Third project was FERESYS that focused on the development of rural water filtration. Clean water is not supply and the local just relied on polluted water and purchased from nearby market for almost 25 years. Through this project, it has been benefited to a few community which they already have their own water system installed at home and sharing with others.

The program conducted by Enactus teaches students on how to become more responsible in such an organization involving community. In Enactus, it has been a tradition where every year the students will participate in annual competition that will provide forums for each groups to present their projects (Hariyaty Ab Wahid, 2014). At the beginning, each group from public universities will participate in Enactus Malaysia National Competition (EMNC). If they win at this level, they will next compete in Enactus World Cup.

The government also taking steps to encourage students to engage in social entrepreneurship. In 2019, Program Service Learning Malaysia – University For Society (SULAM) was officiated (Maharam Mamat, Najah Nadiah Amran, Zainab Ismail, Maznah Ibrahim, Hamdi Ishak & Suria Baba, 2019). It is one of the initiatives by Ministry of Education Malaysia that combine learning objective and community services. Nor Hidayati Mokhtar (2019) emphasize that, the combination of learning objectives and community services will give a learning experience that incorporate



theory and practice with solving real problems among community with love, happiness and mutual respect.

In fostering social entrepreneurship among students, UMK and UMS offering social entrepreneurship courses for undergraduates (Radin Siti Aishah, Zaidatul Akmaliah, Norasmah Othman & Halimah Harun, 2017). Based on (www.ukm.my, 2019) explain that;

“This courses provides knowledge, skills and enlightenment on social entrepreneurship in the community. Students have the opportunity to understand and appreciate it as a new field and potentially generate economic growth, reduce poverty, improve socio-economic status and welfare of B40 and M40. This will give positive impact in socioeconomic change. This course emphasizes on the aspects of social entrepreneurship that prioritize community weal as the goal of establishing business while profitability is only an appliance of achieving society well-being.”



Public university students need to be exposed in various program such as social entrepreneurship (Hariyaty Ab Wahid, Suraini Mohd Rhouse, Norsamsinar Samsudin, Rafiduraida Abdul Rahman, Wan Salmuni Wan Mustaffa & Ahmad Zainal Abidin Abd Razak, 2018). Therefore, in order to ensure the objective of social entrepreneurship as a mechanism to help the society, this research is attempt to investigate the factors that most contributing to the student's motivation in social entrepreneurship activities such as emotional intelligent (EI), creativity, moral obligation and empathy.

### 1.3 Problem Statement

Social entrepreneurship is an important phenomenon in entrepreneurship knowledge because it can helps the society by being an intermediate to public services such as health, education, housing and community support system. However, in Malaysia, the usages rate of social entrepreneurship is only 2% (Siti Daleela et. al, 2019). This rate is lagged behind other developing countries such as in Thailand and Indonesia.





Poverty is said to be a social disease that is difficult to handle (Radieah Mohd Nor, Narimah Samat & Wan Norhasniza Wan Hassan, 2019) Siti Zalikha Zahari, Chamhuri Siwar, Shaharudin Idrus & Nor Diana Mohd Idris (2018) defined poverty as hunger, lack of opportunity, lack of options, education, health, productive assets, susceptible to risks and vulnerability. Social entrepreneurship is a new idea that can come out with products, services and models that are capable in meeting social needs and establishing social or collaborative relationships with everyone. A social entrepreneur is essentially the one who develops solutions and innovative ideas to social problems to help address poverty. Economic Planning Unit (EPU) evaluates household poverty based on Poverty Line Income (PLI) and expenses (Mohd Sahrul Syukri, Nurul Farahein & Narimah Samat, 2019) Table 1.4 shows PLI in Malaysia.

Table 1.4: Poverty Line Unit (PLI) in Malaysia

Territory	Poor Household (RM)	Hardcore poverty Household (RM)
Peninsular Malaysia		
Urban	970	580
Rural	880	580
Sabah/W.P Labuan		
Urban	1,170	690
Rural	1,220	760
Sarawak		
Urban	1,070	700
Rural	940	610

Sources: Strategic Planning Division Ministry of Rural Development, (2018)

For urban and rural community in Peninsular Malaysia, household that is less than RM970 and RM880 is categorized as poor. While for household below than RM580 is categorized as hardcore poverty. In Sabah and Wilayah Persekutuan Labuan, poor household for urban and rural area is RM1170 and RM1220. Household for hardcore poverty in Sarawak urban and rural area are RM700 and RM610. Poverty issues occurs due to the process of migration and urbanization that causes some community to gather in one place and form different type of group income in household



per month (Nor Azrul Mohd Zin & Noordeyana Tambi, 2018). Malaysia are divided into three types of groups namely Top 20% (T20), Medium 40% (M40) and Below 40% (B40). Based on Noraida Ali, Suriyani Muhamad, Masita Masila Abdul Jalil & Mustafa Man (2018), T20, M40 and B40 has an average household around RM14,305, RM5,662 and RM2,537 respectively.

According to the MoHE (2018) in Table 1.5, the total number of students for public university intake in degree level are 98,605 students. It is very huge number intake compared to other categories of HEIs which are private and polytechnic. However, there is a small number of students involved in social entrepreneurship. Based on data in Enactus Malaysia, there are 25 public and private universities join this organization. Today, only 1,221 students from both type of universities are being members of Enactus ([www.enactus.org](http://www.enactus.org), 2019). It can be estimated that public universities students involved in social entrepreneurship around 1220.

Table 1.5: Number of Students' Intake, Enrolment and Output in HEIs in 2018

Level of Studies	HEIs Category	Intake			Enrolment			Output		
		M	F	T	M	F	T	M	F	T
Bachelor Degree	UA	35,992	62,613	98,605	124,573	213,990	338,563	24,993	50,163	75,156
	IPTS	38,408	42,400	80,808	165,090	164,046	329,136	29,597	33,677	63,274
	Polytechnic	90	78	168	327	319	646	110	85	195

Sources: (The Ministry of Education, 2019)

Thus, the field of social entrepreneurship is beneficial for universities and students as well in collaboration with community development. However, based on the data that had been discussed earlier, the total number of students involved in social entrepreneurship is relatively small. There is also lack of motivation to improve the community. Therefore, this research was conducted to investigate the factors that most contributing to the student's motivation in social entrepreneurship activities such as (EI), creativity, moral obligation and empathy.

## 1.4 Purpose of the Study

The purpose of this research is to investigate factors that most contributing to the students' motivation in social entrepreneurship among undergraduates.

## 1.5 Objective of the Study

Specifically, this research attempt to:

- 1.5.1 Identify the level of student's motivations toward social entrepreneurship activities.
- 1.5.2 Investigate the level of emotional intelligence (EI) among undergraduate students.
- 1.7.3 Determine the level of creativity among undergraduate students.
- 1.5.4 Investigate the level of moral obligation among undergraduate students.
- 1.5.5 Investigate the level of student's empathy on social entrepreneurship activities.
- 1.5.6 Determine the effect of emotional intelligent (EI), creativity, moral obligation and empathy on student's motivation toward social entrepreneurship activities.

## 1.6 Research Questions

This research is aims to address the following questions:

- 1.6.1 What is the level of student's motivation toward social entrepreneurship activities?
- 1.6.2 What is the level of emotional intelligent (EI) among undergraduate students?
- 1.6.3 What is the level of creativity among undergraduate students?
- 1.6.4 What is the level of moral obligation among undergraduate students?
- 1.6.5 What is the level of student's empathy on social entrepreneurship activities?
- 1.6.6 What is the effect of EI, creativity, moral obligation and empathy on students' motivation toward social entrepreneurship activities?

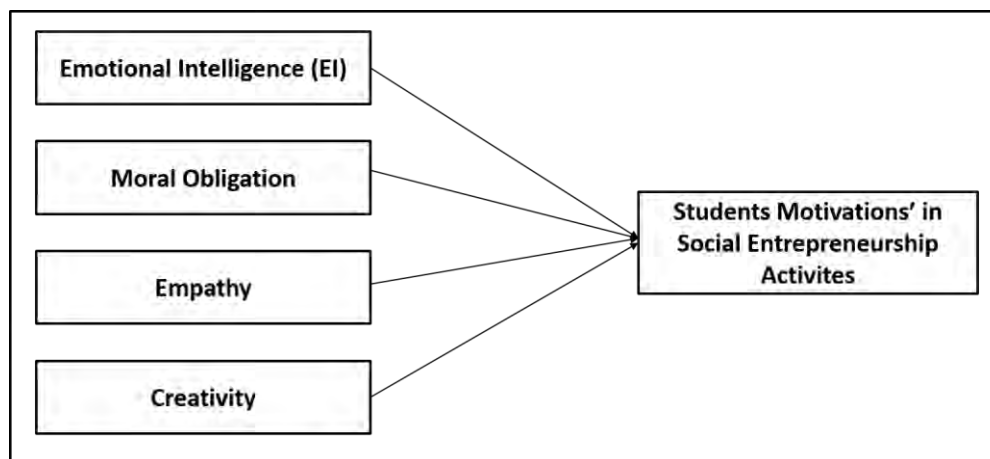
## 1.7 Research Hypothesis

- 1.7.1  $H_1$  : Emotional intelligence (EI) have a positive effect on the student's motivation toward social entrepreneurship activities.
- 1.7.2  $H_2$  : Creativity have a positive effect on the student's motivation toward social entrepreneurship activities.
- 1.7.3  $H_3$  : Moral obligation have a positive effect on the student's motivation toward social entrepreneurship activities.
- 1.7.4  $H_4$  : Empathy have a positive effect on the student's motivation toward social entrepreneurship activities.

## 1.8 Conceptual Framework

Based on the Social Entrepreneurship Intention Model proposed by Mair & Noboa (2003), conceptual framework in this research are as follow:

Figure 1.3: Conceptual Framework





## **1.9 Operational Definition**

### **1.9.1 Social Entrepreneurship**

Mir Hossain Sohel (2018) in his research Developing Institutional Framework of Social Entrepreneurship concludes that;

Social entrepreneurship refers to the process of providing the basic needs and rights of individuals that are beyond the ability of traditional organizations. The main goal of social entrepreneurship is to change or improve the social and economic that leading to failure in basic needs.

### **1.9.2 Emotional Intelligence (EI)**

Ingram, Peake, Wayne & Watson, (2017) explain that, EI is the ability to distinguish a relationships that are closely related to the person's skills that she or he had in the purpose of dealing with his or her emotions.

### **1.9.3 Moral Obligation**

Nur Azira Amran, Mohd Nashriq Kamaruddin & Radin Siti Aishah, (2018) referred moral obligation as a driving force of one's social entrepreneurial tendencies based on ethics and responsibility to solve social problems within community entity

### **1.9.4 Empathy**

As said by Anna (2017), empathy is the experience of putting ourselves in someone else's situation. The emergence of empathy has led to significant cooperation among stakeholders. It is aimed to sharing views and creating services that mostly community will well receive.





### 1.9.5 Creativity

Creativity is a social occurrence that is eased by some social factors, precluded by someone else. As Cropley (2011) said, when creativity involve to people, creativity pertain to facet of thinking as a personality and interchange between thinking, personality trait and inspiration.

### 1.10 Limitation of the Study

The researcher has limited this study to several major limitations. These limitations are as follow:

1.10.1 This research focuses on students at several public universities throughout Malaysia that involve in Enactus. The universities involved in this research are are Universiti Pendidikan Sultan Idris (UPSI), Universiti Utara Malaysia (UUM), Universiti Sains Islam Malaysia (USIM), Universiti Malaysia Pahang (UMP), Universiti Tun Hussein Onn Malaysia (UTHM), Universiti Teknologi Mara (UiTM), Universiti Malaysia Perlis (UniMAP), Universiti Malaysia Sabah (UMS), Universiti Malaysia Terengganu (UMT), Universiti Malaysia Sarawak (UNIMAS), Universiti Teknikal Malaysia Melaka (UTeM), Universiti Sains Malaysia (USM), Universiti Islam Antarabangsa (UIA), Universiti Tenaga Nasional (UNITEN) and Universiti Putra Malaysia (UPM).

1.10.2 The data obtained is limited to the context of social entrepreneurship among Enactus members only.

1.10.3 The variables in this study are also limited to the purpose of this study. As the scope of social entrepreneurship is wide, the researcher only focuses on aspect of motivation elements that is EI, moral obligation, empathy and creativity.

1.10.4 This study is a quantitative survey which is aim to investigate the factors that most contributing student's motivation in social entrepreneurship activities.

Each of the finding and discussions in this research is limited to the context of this study only.

### 1.11 Importance of the Research

In details, the importance of this research is to benefit the Ministry of Education especially the MoHE. This is because, the research conducted enables the ministry to understand the factors that motivate students in social entrepreneurship which included EI, empathy, moral obligation and creativity. Policy makers will find solutions to the scope of national development based on research that contain the facts and findings of this study.

Besides, the results of this study can be used by Enactus team to make a reference in determining the effectiveness of the program that had been conducted. The findings of this study will enable Enactus team to make improvements in its programs. This way can help Enactus to meet social entrepreneurial demands and in line with factors contributing to social entrepreneurship motivation. The social entrepreneurship-based program organized by Enactus can be highlighted and proven by the findings of this study.

Through this study, students and graduates will be able to explore new career paths and simultaneously creating job opportunities not only for themselves but other people as well. Students' knowledge and awareness in participating social entrepreneurship at the HEIs is very important as it shows an effort to encourage more active students in social activity.

With validity and reliability analysis that had been proven, social entrepreneurship that includes motivations elements such as EI, empathy, moral obligation and creativity can be used for future research.

Last but not least, authors and researchers interested in social entrepreneurship will incorporate literature related to social entrepreneurship and at the same time it can be used as a reading material and reference for future research.

## **Summary**

To conclude, through this chapter, researcher has set an outlined objectives and purpose of this study to ensure it is still on the right path. This chapter briefly discusses why this research need to be conducted which covers introduction, background research, problem statement, purpose of the study, objective of the study, research question, research hypothesis, operational definition, limitations of the study and importance of the research. Next step taken in this study is intended to achieve the objectives. The next chapter will discuss the literature review related to the practice of research that being a main focus of this study.