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Revalidation of Students' Social Entrepreneurial Behavioural Intentions Scale: The Fuzzy Delphi Method

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Abstract

This study focuses on social entrepreneurship and entrepreneurial intentions among students in higher education institutions in Malaysia. The aim is to revalidate the scale of social entrepreneurial behavioural intention and obtain expert consensus and views for this scale. This study uses the Fuzzy Delphi Method (FDM) with a 7-Likert scale to gather responses from seven experts in the field of business management and economics. The research is driven by the recognition of social entrepreneurship as an effective strategy for social change and the need to understand the factors influencing individuals' intentions to engage in social entrepreneurial activities. The study focuses on university students as they represent the future generation of entrepreneurs and investigates their intentions and willingness to engage in social entrepreneurial activities. A total of six key constructs and 18 sub-elements or items of questionnaires was given to the experts for evaluation. The elements were evaluated and selected by examining previous research and literature reviews. The Fuzzy Delphi Method Logic Software (FUDELO) was used for data analysis. The results show that the level of response and expert agreement on the scale is good. The overall expert consensus score is higher than 75% and the overall threshold (d) value is < 0.2. The results from the defuzzification process show that all items reach a consensus and are valid through the expert judgment process. Therefore, the items that have been validated meet the required criteria. This will allow future research on the social entrepreneurial behavioural intention in Malaysia to use prior experience, empathy, moral obligation, social entrepreneurial self-efficacy, perceived social support, and the university's ecosystem as scales. The findings will contribute to the development of a reliable scale for measuring social entrepreneurial behavioural intention among students in higher education institutions.

Keywords: Social entrepreneurship, entrepreneurial intentions, expert consensus, Fuzzy Delphi Method

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1.0 INTRODUCTION

Entrepreneurship has long been acknowledged as a significant factor in enhancing a country's level of innovation, creativity, and competitiveness, as well as serving as a catalyst for economic growth. In Malaysia, the development of entrepreneurship, especially among the Bumiputera community has been given serious attention by the government since the introduction of the New Economic Policy (NEP) in 1971. The government has developed several policies and programs that emphasise entrepreneurial development, with a primary focus on four target groups: students (primary and secondary), students at higher education institutions (HEIs), youths, and women.

In recent years, the scope of entrepreneurship has been broadened to include social entrepreneurship, which is used to describe situations where social and non-profit purposes take precedence. The term social entrepreneurship refers to a type of entrepreneurial business venture that seeks to solve social issues while also creating jobs and advancing the venture's growth through earning profit (Tu et al., 2021). Social entrepreneurs play a significant role in the economic and social development of their communities. They are a unique type of entrepreneurs who are motivated by a range of goals, such as eradicating poverty, hunger, and illiteracy; enhancing human health; redressing social, legal, or economic injustice; and preserving the

environment for future generations (Bazan et al., 2020). Policymakers and scholars from throughout the world have recognised the importance of social entrepreneurship in generating social value for society. The primary function of this entrepreneurship is to generate economic and social value for society in addition to looking for business opportunities (Tu et al., 2021).

Social entrepreneurship has grown significantly in Malaysia over the past few years. A legal framework is required to provide legal recognition to social enterprises and to bridge the gaps and loopholes in the area pertaining to financial distribution and support. Many countries have already developed the legal framework and structure, and have clearly defined the sector and guided the practitioners to have clear direction in running social enterprise (Kadir et al., 2019). The Malaysian government has taken the growth of social entrepreneurship seriously as can be seen when it is outlined as one of the important aspects of the National Entrepreneurship Policy 2030. The policy highlighted the significance of social entrepreneurial endeavours to promote development toward the Sustainable Development Goals (SDGs). A new national direction for the growth of social entrepreneurship in Malaysia is provided through the Social Entrepreneurship Blueprint 2030 (SEMy2030). The focus of the blueprint includes developing an effective regulatory and governance framework to ensure that social enterprises in Malaysia have responsibilities and accountability as well as building the trust of the people and the private sector. The implementation of the blueprint is divided into two phases. The first phase, which runs from 2021 to 2025, will concentrate on enhancing the ecosystem for social entrepreneurship. The second phase of the blueprint's implementation, which would concentrate on mainstreaming social entrepreneurs, is anticipated to start in 2026 and last until 2030 (Povera, 2022). Becoming involved in social entrepreneurship has become a trend among young people (Anang et. al., 2021) They mentioned in their article that a few young social entrepreneurs in Indonesia have been successful in helping to address the socioeconomic issues in the communities by venturing into social entrepreneurship ventures. In the Malaysian context, students in higher education institutions are considered young people.

Due to various public policies that acknowledge social entrepreneurship as a valuable provider of social services and work integration for vulnerable groups of people, social entrepreneurial initiatives are gaining momentum in the Malaysian community. New careers are emerging with the development of social entrepreneurship, and education systems at all levels should familiarise students with these new career opportunities and business approaches. Therefore, it is essential to investigate and comprehend what factors might affect a person's intention and willingness to engage in social entrepreneurial activities as a way of generating socioeconomic value for the nation. This study will be conducted on students in higher education institutions. The research population is chosen because it represents the next generation of Malaysians who are passionate about exploring various career paths, including social entrepreneurship. Prior to applying the social entrepreneurial behavioural intention scale, researchers should secure expert consensus on its assessment using the Fuzzy Delphi Method. Obtaining expert agreement on the measurement of intention will simply allow researchers to use these measurements in Malaysia. The researchers hope that this study will shed light on the necessity of education in promoting social enterprise establishment among university students.

2.0 REVIEW OF LITERATURE

The concept of social entrepreneurship is gaining popularity on a global scale because it is believed to be a catalyst for resolving social concerns in a society like unemployment, poverty, access to education, drug abuse, and environmental degradation. Numerous studies on various facets of social entrepreneurship have been undertaken by earlier researchers. Some researchers in the past have investigated several aspects of social entrepreneurial intentions (Ahuja et al., 2019; Haque et al., 2018; Iancu et al., 2021; Ip et al., 2017; Ruiz-Rosa et al., 2020; Urban & Kujinga, 2017). According to research by Ip et al. (2017), social entrepreneurial intentions were positively associated with empathy, perceived social support, and prior experience with social problems, but no significant relationship was found between social entrepreneurial self-efficacy and social entrepreneurial intentions. Iancu et al. (2021) discovered that knowledge of the concept of social entrepreneurship and social problems in the studied region that can be solved through entrepreneurial initiatives influence the social entrepreneurship intention positively. They also discovered that the lack of necessary funds, fear of failure, lack of experience, and involvement in social projects and activities negatively influence social entrepreneurship

intention. According to research by Haque et al. (2018), people's personal experiences and motivation to better mankind serve as the catalysts for their intention to start a social venture.

Some scholars focus on the intentions of students in higher education institutions to engage in social entrepreneurship (Akhter et al., 2020, Bazan et al., 2020; Chipeta et al., 2016; Elliott 2019; Hoong et al., 2019; Rahman et al., 2016; Rambe & Ndofirepi 2021; Tiwari et al., 2017; Tu et al., 2021; Yu & Wang 2019). Tu et al. (2021) empirically investigated the influence of the dimensions of social entrepreneurial orientation on graduate students' entrepreneurial intention toward social entrepreneurship-based business start-ups. The results show that graduate students' social proactiveness, innovativeness, and risk-taking motivation strongly influence their intention to engage in social entrepreneurship. Researchers have also looked into how gender and age affect university students' intentions to engage in social entrepreneurship. Chipeta et al. (2016) found significant differences in terms of the influence of gender and age on social entrepreneurial intentions and attitudes toward entrepreneurship among students. A study conducted by Hoong et al. (2019) on undergraduate students in Malaysia found that opportunity recognition and access to finance greatly affected their intention of becoming social entrepreneurs in the future. In the study conducted by Tiwari et al. (2017), new antecedents such as emotional intelligence and creativity are also used to explain the formation of social entrepreneurial intention. Rahman et al. (2016) revealed that although Malaysian higher education students have just a moderate level of interest in social entrepreneurship, they are strongly motivated to foster social innovation through the activities they engage in. Self-efficacy and social support were found to have a statistically significant relationship with social entrepreneurship intentions in the studies by Rambe and Ndofirepi (2021) and Akhter et al. (2020).

Some researchers have developed and validated the properties or measures of social entrepreneurship orientation. Carraher et al. (2016) used a sample of social entrepreneurs and general entrepreneurs to examine the validity and reliability of a new measure (11 items) of social entrepreneurship. The result supported the convergent and divergent validity of the instrument as well as the differences between social entrepreneurs and general entrepreneurs. Dwivedi and Weerawardena (2018) proposed a behavioural measure of social entrepreneurship orientation (SEO) to address the need for conceptualisation and operationalisation of the social entrepreneurship construct. The researchers supported a five-dimensional measure of SEO, namely innovativeness, proactiveness, risk management, effectual orientation, and social mission orientation. Due to the lack of a suitable scale measuring the entrepreneurship orientation of social entrepreneurial individuals, Satar and Natasha (2019) proposed an initial assessment tool for individual social entrepreneurship orientation (ISEO). The researchers developed a 13-item scale consisting of four dimensions of ISEO, namely social passion, innovativeness, risk-taking, and pro-activeness.

It has been recognised that social entrepreneurship is an effective strategy for bringing about social change (Hockerts, 2017). To fully grasp social entrepreneurship, it may be necessary to comprehend how the desire to start a business with a social goal develops. Therefore, the objective of this study is to revalidate the social entrepreneurial behavioural intentions scale as proposed by Hockerts (2017), which includes prior experience, empathy, moral obligation, social entrepreneurial self-efficacy, and perceived social support. The scale will then be used to conduct a study on students in Malaysian higher education institutions. Hockerts' (2017) study used students enrolling in a Master of Science in Management at a Scandinavian Business School as the population. Because cultural and economic differences in these regions may have an impact on scale selection, the researcher will employ the Fuzzy Delphi method to get expert consensus for this scale. The researcher extended the model by incorporating a new element, the university ecosystem, as recommended by Bazan et al. (2020), to understand how the atmosphere and support system of the institution shape students' intentions to become social entrepreneurs.

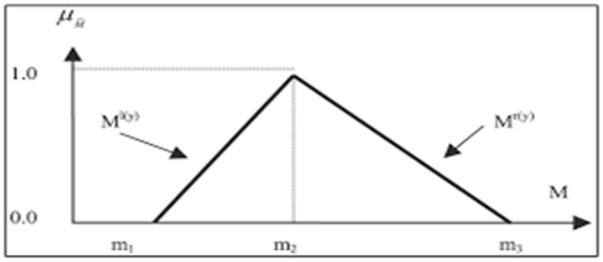
Given that the research will be conducted on students in higher education institutions, this component is crucial. The university environment, which includes a well-designed entrepreneurship education curriculum and support system, could greatly enhance students' entrepreneurial competencies, and increase their motivation to become social entrepreneurs (Bazan et al., 2020). Intentional behaviours can help in understanding the reasons why entrepreneurs plan to start a business before they search for opportunities (Ip et al., 2017). While entrepreneurship is defined as a planned

behavioural action, entrepreneurial intention is seen as a significant predictor. Furthermore, it is believed that having an entrepreneurial intention is the first step toward starting a business (Tu et al., 2021).

3.0 THE RESEARCH AIM

This study aimed to revalidate the scale of social entrepreneurial behavioural intention among students in higher education institutions and get expert consensus and views for this scale by using the Fuzzy Delphi method. If the items reach a consensus and are valid through the expert judgment process, then a reliable scale of social entrepreneurial behavioural intention can be created.

Table 1: Fuzzy Delphi Step

Step	Formulation
Expert selection	A total of seven experts were included in this report. A panel of experts was assembled to assess the significance of the assessment parameters on the factors to be evaluated using linguistic variables definitions of potential problems with the piece, and so on.
Determining the linguistic scale	This procedure entails translating all linguistic variables into the counting of fuzzy triangles (triangular fuzzy numbers). This move also includes the addition of fuzzy numbers to the translation of linguistic variables (Hsieh, Lu, and Tzeng, 2004). The Triangular Fuzzy Number represents the values m1, m2, and m3 and is written as follows (m1, m2, m3). The value of m1 represents the smallest possible value, the value of m2 represents a rational value, and the value of m3 represents the highest possible value. The Triangular Fuzzy Number is used to generate the Fuzzy Scale for the purpose of converting linguistic variables into fuzzy numbers.  Figure 1: Triangular fuzzy number
The Determination of Linguistic Variables and Average Responses	Once the researcher has gained input from the specified expert, the researcher must convert all measurement findings to the Fuzzy scale. This is often recognised as the acknowledgment of each answer (Benitez, Martin & Roman, 2007).
The determination of threshold value "d"	The threshold value is crucial in determining the degree of agreement among experts (Thomaidis, Nikitakos & Dounias, 2006). The distances for each fuzzy integer m = (m1, m2, m3) and n = (m1, m2, m3) are determined using the formula: $$d(\bar{m},\bar{n}) = \sqrt{\frac{1}{3}\left[(m1-n1)^2 + (m2-n2)^2 + (m3-n3)^2\right]}$$
Identify the alpha cut aggregate level of fuzzy assessment	If an expert consensus is reached, a fuzzy number is assigned to each piece (Mustapha & Darussalam, 2017). Below is the approach for calculating and measuring the fuzzy values: (1) 4 (m1 + 2m2 + m3) Amax
Defuzzification process	This process uses the formula Amax = (1)⁄4 (a1 + 2am + a3). If the researcher uses the Average Fuzzy Numbers or average response, the resulting score number is a number that is in the range of 0 to 1 (Ridhuan et al., 2014). In this process, there are three formulas: i. A = 1/3 * (m1 + m2 + m3), or; ii. A = 1/4 * (m1 + 2m2 + m3), or; iii. A = 1/6 * (m1 + 4m2 + m3). A-cut value = median value for '0' and '1', where α-cut = (0 + 1) / 2 = 0.5. If the resulting A value is less than the α-cut value = 0.5, the item will be rejected because it does not indicate an expert agreement. According to Bojdanova (2006) the alpha cut value should exceed 0.5. It is supported by Tang and Wu (2010) who stated that the α-cut value should be more than 0.5.
Ranking process	The positioning process is carried out by means of defining elements based upon values of defuzzification based on expert agreement that the element with the highest importance is the most important place for the decision (Fortemps & Roubens, 1996)

Source: Mustapha et al. (2022), Mustapha and Darusalam (2017).

4.0 METHODOLOGY

The Fuzzy Delphi Method (FDM) is specifically employed in this research. This approach was chosen since it provides a unique way to obtain consent from experts to make a firm decision. The development of the questionnaire's elements involves two stages. Researchers must first identify, evaluate, and select the necessary elements using a literature review. In the second stage, the researchers created a 7-point expert questionnaire after gathering all the necessary elements. The use of the 7-point Likert Scale in the Fuzzy Delphi questionnaire form to show the level of agreement of the experts on the elements is deemed appropriate because the higher the scale, the more accurate and precise the data obtained (Ismail et al., 2019). The questionnaires were then distributed to seven experts with specific expertise and analysed using the Fuzzy Delphi Method (FDM). Table 1 shows the steps in the Fuzzy Delphi method.

4.1 Sampling Procedure

Purposive sampling is used in this analysis. This technique is appropriate since the researcher wants to get expert agreement on a predetermined topic. Hasson et al. (2000) claim that purposive sampling is the Fuzzy Delphi Method's most acceptable technique. Seven experts participated in this study (Table 2). These experts were chosen based on their qualifications and area of expertise. They consisted of experts in business and management selected via the purposive sampling technique. If each expert participating in this analysis is the same, then 5 to 10 professionals are needed. When there is some consistency, the minimum Delphi expert group size ranges from 10 to 15 (Adler & Ziglio, 1996). Table 2 below shows the list of experts in this study:

Table 2: List of Experts

Experts	Field of Expertise	Institution
5 Senior Lecturers	Business and Management	Public University
2 Senior Lecturers	Business and Economics	Public University

4.2 Expert Criteria

The selection of qualified experts is one of the crucial components of the Fuzzy Delphi study. When experts are selected incorrectly, the legitimacy, validity, and reliability of the study's findings may be questioned (Mustapha & Darusalam, 2017). According to Mullen (2003), an expert is someone who is knowledgeable and skilled in a particular field or subject. The researchers select experts with (i) at least a master's degree as an academic qualification, and (ii) a minimum of five years of experience in the field. The expert selection criteria were in line with Berliner (2004), who stated that an individual is considered skilled in a field if he has had more than five years of experience in that field.

4.3 Instrumentation

The researchers used pre-existing related literature material to construct the Fuzzy Delphi research instrument. Based on the literature, pilot studies, and experience, researchers can develop questionnaire items (Skulmoski et al., 2007). Therefore, the researchers used published work and literature to collect the key elements of the social entrepreneurial behavioural intentions scale. A list of expert questions was then created using a 7-point Likert scale. The 7-point scale was adopted because additional scales offered more precise and ideal results. To make it easier for experts to answer the questionnaire, the researchers replaced the Fuzzy value in Table 3 with a value on a 1–7 scale.

Table 3: Triangular Fuzzy Numbers for Seven-point Scale

Item	Fuzzy number
Extremely Unimportant	(0.0, 0.0, 0.1)
Very Unimportant	(0.0, 0.1, 0.3)
Unimportant	(0.1, 0.3, 0.5)
Moderately Important	(0,3, 0.5, 0.7)
Important	(0.5, 0.7, 0.9)
Very Important	(0.7, 0.9, 1.0
Extremely Important	(0.9, 1.0, 1.0)

Based on a review of the literature, researchers emphasised the critical features of social entrepreneurial behavioural intentions, which include prior experience, empathy, moral obligation, social entrepreneurial self-efficacy, perceived social support, and the university's ecosystem. In the next step, the researchers will assess the experts' validity and consensus as to whether this aspect is appropriate to be included in this model using the Fuzzy Delphi method. Table 4 exhibits the questionnaire items provided to the experts for evaluation, as initially proposed by Hockerts (2017) and further expanded upon by Bazan et al. (2020).

5.0 FINDINGS

This section provides expert agreement on the aspects of the main students' social entrepreneurial behavioural intentions scale. Fuzzy Delphi questions were presented to seven experts with in-depth knowledge in the relevant areas, and the findings were collected based on the responses they supplied. The study's findings can been seen in Table 5

After data processing, the bold threshold value surpasses the threshold value of 0.2 (> 0.2), according to the analysis results (Table 5). To put it another way, there are experts whose points of view do not coincide or even agree on some matters. The average threshold value (d) 0.2, or 0.04425, for all social entrepreneurial behaviour intention, on the other hand, is below <0.2. If the average (d) value is less than 0.2, the item exhibits a high level of expert agreement (Cheng & Lin, 2002; Chang et al., 2011). Meanwhile, the total percentage of expert agreement is at a value of 98 percent, which is greater than 75 percent, indicating that the expert agreement requirements on this item have been met. Table 6 shows the revised ranking of the items after expert validation

Table 4: The List of the Social Entrepreneurial Behavioral Intentions

Early Item Rank	Social Entrepreneurial Behavioral Intentions
SE1	Seeing socially disadvantaged people triggers an emotional response in me.
SE2	When thinking about socially disadvantaged people, I try to put myself in their shoes.
SE3	I feel compassion for socially marginalized people.
SE4	It is an ethical responsibility to help people less fortunate than ourselves.
SE5	Social justice requires that we help those who are less fortunate than ourselves.
SE6	It is one of the principles of our society that we should help socially disadvantaged people.
SE7	I am convinced that I personally can make a contribution to address societal challenges if I put my mind to it.
SE8	I could figure out a way to help solve the problems that society faces.
SE9	Solving societal problems is something each of us can contribute to.
SE10	People would support me if I wanted to start an organization to help socially marginalized people.
SE11	If I planned to address a significant societal problem people would back me up.
SE12	It is possible to attract investors for an organization that wants to solve social problems.
SE13	I have some experience working on problems faced by society.
SE14	I have volunteered or otherwise worked with social organizations.
SE15	I know a lot about social organizations.
SE16	University provides a creative atmosphere to develop ideas for a social enterprise.
SE17	University provides students with the knowledge needed to start a social enterprise.
SE18	University offers experiential learning related to social enterprise.

Sources: Hockerts (2017) & Bazan et al. (2020)

Table 5-1: The Analysis Result

Results	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9
Expert1	0.04124	0.02474	0.00825	0.04124	0.03299	0.02474	0.0165	0.00825	0.0165
Expert2	0.0165	0.02474	0.00825	0.0165	0.02474	0.02474	0.13197	0.12372	0.13197
Expert3	0.0165	0.02474	0.04949	0.0165	0.03299	0.02474	0.04124	0.00825	0.04124
Expert4	0.0165	0.02474	0.00825	0.0165	0.02474	0.02474	0.04124	0.04949	0.04124
Expert5	0.0165	0.02474	0.00825	0.0165	0.02474	0.02474	0.04124	0.04949	0.04124
Expert6	0.04124	0.14846	0.00825	0.04124	0.03299	0.14846	0.0165	0.00825	0.0165
Expert7	0.0165	0.02474	0.00825	0.0165	0.02474	0.02474	0.04124	0.04949	0.04124

Table 5-2: The Analysis Result - Contined

Results	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18
Expert1	0	0	0.00825	0.03299	0.04949	0.00825	0.03299	0.0165	0.0165
Expert2	0.11547	0.11547	0.12372	0.14021	0.23919	0.23919	0.03299	0.13197	0.13197
Expert3	0.05774	0.05774	0.00825	0.03299	0.04949	0.04949	0.02474	0.04124	0.04124
Expert4	0.05774	0.05774	0.04949	0.03299	0.04949	0.04949	0.02474	0.04124	0.04124
Expert5	0.05774	0.05774	0.04949	0.03299	0.00825	0.04949	0.02474	0.04124	0.04124
Expert6	0.11547	0.11547	0.00825	0.02474	0.04949	0.04949	0.03299	0.0165	0.0165
Expert7	0.05774	0.05774	0.04949	0.03299	0.04949	0.04949	0.02474	0.04124	0.04124

Table 5-3: The Analysis Result - Continued

Statistics	Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9
Value of the item	0.02357	0.04241	0.01414	0.02357	0.02828	0.04241	0.04713	0.04242	0.04713
Value of the construct									
Item < 0.2	7	7	7	7	7	7	7	7	7
% of item < 0.2	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average of % consensus									
Defuzzification	0.97143	0.95714	0.98571	0.97143	0.95714	0.95714	0.92857	0.91429	0.92857
Ranking	2	3	1	2	3	3	5	6	5
Status	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept

Table 5-4: The Analysis Result - Continued

Statistics	Item10	Item11	Item12	Item13	Item14	Item15	Item16	Item17	Item18
Value of the item	0.06599	0.06599	0.04242	0.04713	0.0707	0.0707	0.02828	0.04713	0.04713
Value of the construct									0.04425
Item < 0.2	7	7	7	7	6	6	7	7	7
% of item < 0.2	100%	100%	100%	100%	85%	85%	100%	100%	100%
Average of % consensus									98
Defuzzification	0.9	0.9	0.91429	0.94286	0.91429	0.91429	0.95714	0.92857	0.92857
Ranking	7	7	6	4	6	6	3	5	5
Status	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept	Accept

Table 6: List Based on Expert Consensus

	Early item rank	New item rank	Social Entrepreneurial Behavioral Intentions
Social Entrepreneurial Behavioral Intentions	SE1	SE2	Seeing socially disadvantaged people triggers an emotional response in me.
	SE2	SE3	When thinking about socially disadvantaged people, I try to put myself in their shoes.
	SE3	SE1	I feel compassion for socially marginalized people.
	SE4	SE1	It is an ethical responsibility to help people less fortunate than ourselves.
	SE5	SE3	Social justice requires that we help those who are less fortunate than ourselves.
	SE6	SE3	It is one of the principles of our society that we should help socially disadvantaged people.
	SE7	SE5	I am convinced that I personally can contribute to address societal challenges if I put my mind to it.
	SE8	SE6	I could figure out a way to help solve the problems that society faces.
	SE9	SE5	Solving societal problems is something each of us can contribute to.
	SE10	SE7	People would support me if I wanted to start an organization to help socially marginalized people.
	SE11	SE7	If I planned to address a significant societal problem people would back me up.
	SE12	SE6	It is possible to attract investors for an organization that wants to solve social problems.
	SE13	SE4	I have some experience working on problems faced by society.
	SE14	SE6	I have volunteered or otherwise worked with social organizations.
	SE15	SE6	I know a lot about social organizations.
	SE16	SE3	University provides a creative atmosphere to develop ideas for a social enterprise.
	SE17	SE5	University provides students with the knowledge needed to start a social enterprise.
	SE18	SE5	University offers experiential learning related to social enterprise.

6.0 CONCLUSION AND SUGGESTION

Social entrepreneurship has grown in popularity across the globe as it has formally emerged as a new phenomenon by redefining the way people think and behave to create social value. Many nations encourage the creation of social enterprises and view them as valuable tools for economic development (Meyer, 2021). Social entrepreneurs are change agents who offer creative and innovative solutions to society's problems (Tiwari et al., 2017). Although social entrepreneurs may exhibit the behaviours and qualities typically associated with business entrepreneurs, they work in communities and are more concerned with helping people than they are with making money (Ashrafi et al., 2020). In addition to contributing to production and creating value, social entrepreneurs also have a significant social impact on vulnerable communities.

The aim of this study is to revalidate the social entrepreneurial behavioural intentions scale as proposed by Hockerts (2017). The researcher extends the scale by incorporating the university's ecosystem as an additional element, as suggested by Bazan et al. (2020). The research is driven by the acknowledgment of social entrepreneurship as an effective tool for social change and the need to comprehend the variables influencing people's intent to engage in social entrepreneurial activities. The social entrepreneurial behavioural intention scale will then be used to conduct a study on students in higher education institutions. The results show that the level of response and expert agreement on the scale is good. The results from the defuzzification process show that all items reach a consensus and are valid through the expert judgment process. Therefore, the items that have been validated meet the required criteria. This will allow future research on the social entrepreneurial behavioural intention in Malaysia to use prior experience, empathy, moral obligation, social entrepreneurial self-efficacy, perceived social support, and the university's ecosystem as scales.

Policymakers and academic institutions should work together to start programs and courses that might help

students become more interested in a career in social entrepreneurship. Youth is the ideal age to develop and acquire the necessary leadership, teamwork, and empathetic abilities for being a social entrepreneur. Young people have the chance to learn, practice, and demonstrate leadership through youth social entrepreneurship by making improvements in their communities (Ashrafi et al., 2020). According to Chandra and Shang (2017), a person's combination of social skills and social position inspires them to pursue social entrepreneurship as a career. Incorporating youth social entrepreneurship programs, along with important skill development programs, can strengthen and deepen their intentions and interests to become more involved and engaged with communities (Ashrafi et al., 2020). According to Davis (2002), young people might be better prepared to have a positive impact on their communities if they have the chance to learn by doing. Youth social entrepreneurship can be a dynamic and effective strategy to acknowledge that young people have the potential to address societal problems. Their ideas and energy may support community building as they try to promote social change by using their leadership abilities (Ashrafi et al., 2020). However, the opportunities, networks, and support will also help them develop in the future.

The limitation of this research consists of firstly, the study employs a relatively small and homogenous sample of experts from the business and management field, potentially hindering the applicability of findings to a wider range of experts or disciplines. Moreover, the research exclusively focuses on higher education institutions in Malaysia, disregarding the influence of varying cultural, economic, and social factors in other regions. Therefore, future studies should also contribute with other influences or factors to get more observation in the research.

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