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Assessing the Effects of Entrepreneurial Competencies and Guanxi Circles on Social Entrepreneurial Intention of Public Sector University Students: The Mediating Role of Perceived University Support and Entrepreneurial Bricolage

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Abstract

Many major social problems are facing the modern globalized world: food prices are rising, water tables are falling, deliberate crime and corruption are getting worse, the environment's capacity to sustain human life is deteriorating, debt and economic instability are getting worse, climate change is still occurring, and the wealth gap is growing dangerously wider. These issues require creative and long-lasting solutions. Pakistan is experiencing serious social, political, and economic challenges, much like other developing countries. This study's primary goal is to improve theoretical and methodological understanding of the relationship between Guanxi Circles (GC), Entrepreneurial Competencies (EC), and the impact of Perceived University Support (PUS) and Entrepreneurial Bricolage (EB) on Social Entrepreneurship Intentions (SEI). Universities and governments should also foster an environment that encourages students to develop their social entrepreneurship ideas and the skills and knowledge that go along with them.

Introduction

Food prices are rising, water tables are falling, organized crime and corruption are getting worse, the environment's capacity to sustain human life is deteriorating, debt and economic instability are getting worse, climate change is still occurring, and the wealth gap is widening in today's globalized world is getting dangerously wider and that call for creative and long-lasting solutions (Smeets, 2017). Global poverty affects over a billion people globally. (Roy & Roy, 2010). Generally speaking, government subsidies and donor-funded non-profit organizations (NPOs) have been crucial in reducing poverty. Thus, energetic and social entrepreneurship (SE) are creative ways to address these issues, and they appear to be a successful strategy. For instance, Bangladesh, India, and Pakistan started coming up with innovative solutions to the issues of poor sanitation and drinking water in Sari Link. Researchers and politicians are particularly interested in the SE trend (Rametse & Shah, 2021).

Just like other developing countries Pakistan is also experiencing noteworthy economic, political and social challenges. Pakistan's Government and other donor agencies have failed to solve these social, economic and environmental problems (Rametse & Shah, 2021). As a result, social entrepreneurship has become a viable strategy for addressing these issues, with the ability to use profitable happenings to have a good social and environmental impact. The phrase "social entrepreneurship" describes profitable activities that aim to establish a company with a social objective(Chamlee-Wright & Storr, 2011). It enables business owners to make money while also making the world a better place. Additionally, social entrepreneurship can be seen as a catalyst for advancement in bridging gaps in society through

innovative thinking (Ho et al., 2018). Entrepreneurial education for starting new enterprises also has a major impact on entrepreneurial intention (EI), in addition to attitudes toward entrepreneurial behaviour, personality features, and perceived behavioural control. According to Piersiala et al., (2023), the main aspect explaining an entrepreneur's capacity to take entrepreneurial actions is their EI. Promoting entrepreneurship, which faces significant economic and societal conflicts, is a crucial way for societies to succeed. Hockerts, (2017) suggested that the direct causes of social entrepreneurial intents (SEI) are social motives like empathy and moral obligation, social entrepreneurial self-efficacy, perceived social support, and experience. Additionally, the association between prior experience and SEI is mediated by empathy, moral obligation, social entrepreneurial self-efficacy, and perceived social support. Hockerts' model has been tried in both industrialized and developing nations, yielding a range of results. Hockerts, (2017) examined the model using three samples, finding that: empathy and prior experience are positively related to SEI in some contexts, while moral obligation has either a negligible or a significant negative relationship with SEI; empathy, social entrepreneurial self-efficacy, and perceived social support mediate the relationship between prior experience and SEI; and social entrepreneurial self-efficacy and perceived social support positively relate to SEI across samples. An individual's intention to launch a new social enterprise is known as social entrepreneurial intentions, or SEI (Ip et al., 2018). Social entrepreneurs' goals and objectives are to reduce poverty and address social issues due to the nature of their work programs (Al-Qudah et al., 2021). Many researchers in previous research have examined the relationship between Entrepreneurial Competencies (EC), Guanxi Circles (GC), Entrepreneurial Bricolage (EB), Perceived University Support (PUS) and Social Entrepreneurship Intentions (SEI) due to high relevance, but still individual ECs related to SEI concepts has not been studied (Botha & Taljaard, 2021). Grounded on the previous literature studies, it is evidence that if universities support the youth in establishing new startups it will develop strong SEI (Botha & Taljaard, 2021). In Pakistan, social entrepreneurs are those who utilize economic tactics to improve their communities and address social and environmental problems. These businesspeople are using original and imaginative approaches to build solutions that will enhance the lives of those who are in need while also generating long-term economic prospects in Pakistan (Mahmood et al., 2022). To address the underlying causes of poverty, inequality, and other critical concerns, they are creating social initiatives and programmes with a long-term impact. These businesspeople use their talents to benefit underserved communities by establishing social companies, advancing microfinance, and designing educational initiatives. They are also working on projects that advance sustainable agriculture, increase access to water and sanitation, and create excellent jobs (Mahmood et al., 2022). Along with Australia and the Netherlands, Pakistan was one of the three nations whose overall standing improved the most from the first expert survey conducted by the Thomson Reuters Foundation in 2016 on the best nations for social entrepreneurs.

Research Objectives

- To look at the affiliation between Entrepreneurial Competencies and Social Entrepreneurship Intensions
- To probe the affiliation between Guanxi circles and Social Entrepreneurship Intensions
- To explore the mediation role of Entrepreneurial Bricolage in the relationship between Entrepreneurial Competencies with Social Entrepreneurship Intensions
- To analyze the mediation role of Entrepreneurial Bricolage in the relationship between Guanxi Circles with Social Entrepreneurship intentions
- To inspect the mediation role of Perceived University Support (PUS) in the relationship between Entrepreneurial Competencies with Social Entrepreneurship Intensions
- To examine the mediation role of Perceived University Support (PUS) in the relationship and Guanxi Circles with Social Entrepreneurship Intensions

Research Questions

Q. 1. Whether there is an association between Entrepreneurial Competencies and Social Entrepreneurship Intentions?

Q. 2. How there is a relationship between Guanxi Circles and Social Entrepreneurship Intentions?

Q. 3. How Entrepreneurial Competencies are coupled with Entrepreneurial Bricolage and Social Entrepreneurship Intentions?

Q. 4. How Entrepreneurial Competencies are linked to Perceived University Support (PUS) and Social Entrepreneurship Intentions?

Q. 5. How Guanxi Circles are connected to Entrepreneurial Bricolage and Social Entrepreneurship Intentions?

Q. 6. How Guanxi Circles are allied to Perceived University Support (PUS) and Social Entrepreneurship Intentions?

Literature Review

In contrast to commercial entrepreneurship, which is believed to be profit-oriented, social entrepreneurship is primarily focused on addressing social issues and contemporary societal challenges. As a result, researchers tried to fully understand the routine processes of SEI (Ernst, 2012; Hockerts, 2017b; Mair & Noboa, 2006; Tiwari et al., 2022). In between these efforts, the Hockerts model of SEI, (2017a) takes development lengthily recognized and documented due to its theoretical also experiential constancy. Hockerts's model is non-compulsory in that social factors including social entrepreneurial self-efficacy, proper and thoughtful accountability, and purported social provision are upbringings of SEI; additionally, they arbitrate the association among preceding involvement through a social system of government and SEI (Ukil, 2022a). The situation remains the utmost comprehensive SEI model, employed through numerous revisions through assorted consequences, such as the insignificant affiliation between responsiveness, and ethical responsibility in addition to SEI. To better understand how the general public views social entrepreneurship and the needs of the present society, it is therefore beneficial to examine their social entrepreneurial intention (SEI) (Aure, 2018; Ip et al., 2017; Uk, 2019; Ukil, 2022b). Social entrepreneurs' goals and objectives are to reduce poverty and address social issues due to the nature of their work programs. Locomotive set-in motion a state's budget, producing novel businesses, young businesspersons, occupations, and prosperity, remains entrepreneurial determination also expertise attainment. Again, emerging entrepreneurial intention besides services involves a procedure future to produce revenue aimed at the advantage of supportable growth and financial growth (Al-Qudah et al., 2021). A managerial idea of maintainable growth remains achieving humanoid growth goalmouths although preserving the volume of normal systems to standard the usual incomes besides system facilities that remain essential to the budget and civilization. The consciousness of maintainable growth grips that human civilizations' necessity occurs and content their individual requirements deprived of endangering the capacity of upcoming compeers to prepare the similar (Ezenwanne, 2023). The TPB promulgated by Ajzen, (1991) was proposed to explain completely behaviours and concluded which individual's jerry can exercise willpower. The important constituent to this prototypical remains behavioural determined; behavioural purposes remain intolerant by the haughtiness to the probability that the behaviour determination consumes a predictable consequence and also the particular valuation of the perils and assistances of that importance. The TPB has been rummage-sale positively near forecast besides elucidating an extensive variety of well-being behaviours and intentions counting smouldering, consumption, well-being facilities application, wet-nursing, and material usage, amongst others. The philosophy situations that behavioural accomplishment stands for depend on together inspiration (intention) also aptitude (behavioural control). It favours three kinds of behavioural norms also control.

The TPB includes six concepts that helpfully signify an individual's definite switch-ended behaviour, which comprises arrogances behavioural aim subjective norms social norms professed power and professed behavioural controller (Ezenwanne, 2023). The rudimentary Theory of Planned Behavior, agenda remains mostly practical in educating the influence of brashness, idiosyncratic standards, also apparent behavioural control arranged behavioural purpose, arranged the foundation of the datum that the question brands mindful decisions besides strategies (Lihua, 2022).

Entrepreneurial Competencies

Competence is the mix of information, abilities, and suitable motivations or attributes that a person must have to carry out a specific work. The competencies are well-defined as collective and, combined mechanisms of attitudes, abilities, and knowledge. In addition to being attainable through completed experience or training, these competencies are still unexpected and learnable (Man et al., 2002; Volery et al., 2015; Wagener et al., 2010). The capabilities entrepreneurs require to hold towards route an effective professional have been abstracted holistically and explicitly. As stated by Mulder et al., (2007), the all-inclusive idea "The ability to positively happen composite stresses in an explicit context" is the focus of competency (p. 34). However, several authors also advocated for controlling the specific abilities that entrepreneurs must possess in order to operate in a more method-focused investigation (Chwolka & Raith, 2012; Karlsson & Honig, 2009; Man et al., 2002; Markman & Baron, 2003). Lastly, it is important for entrepreneurs to operate in a casually responsible manner that balances financial, social, and recyclable well-being with future human consequences, as a business is fundamentally and repeatedly a humanoid and social venture as well. Therefore, the capacity to conduct oneself and the task at hand in a casual and environmentally conscious manner is mentioned in the concluding competency (Lans et al., 2008). Relationship competency, organizing competency, learning competency, opportunity competency and strategic competencies are helpful to entrepreneurs towards sustainability necessity deliberately present growing supplies deprived of putt imminent peers by danger (Barrera-Verdugo & Villarroel-Villarroel, 2022; von Arnim & Mrozewski, 2020). Constructed on the above literature the following hypotheses have been anticipated.

H1: Relationship competency is positively associated with Social Entrepreneurship Intensions
H2: Organizing and leading competency is positively associated with Social Entrepreneurship Intentions
H3: Learning competency, is positively associated with Social Entrepreneurship Intensions
H4: Opportunity competency is positively associated with Social Entrepreneurship Intensions
H5: Strategic competency, is positively associated with Social Entrepreneurship Intensions

Guanxi Circles

Guanxi is the term used to describe a strong relationship and personal trust, which might include moral commitments and favor-exchanging. A collection of people based on a single type of guanxi is called a guanxi-circle. It applies to the reciprocity principle and builds on the utilitarian nature of guanxi. There are two different kinds of guanxi circles: those based on shared experiences and those based on shared interests. Guanxi is a term used in Chinese philosophy to direct associations among persons (Chen et al., 2004; Lee & Humphreys, 2007). Researchers have shed light on how social interdependencies affect businesses' entrepreneurial behaviour by using the social network perspective, including why some businesses in advanced economies exhibit more entrepreneurial behaviour than others. The situation remains an outdated personal link that allows the conversation of favours among individuals (Hwang, 1987). The shade of associations after neighbouring to distant includes family dealings, familiar associations (such as friends), and outsiders (i.e., no relationship) (K. Yang et al., 1993). In the Guanxi theory, different associations look like unlike mental and societal implications and are managed by dissimilar social values (Tsui et al., 2000). In this instance, sustainability takes into account not only the

environment but also the use of strategies that do not disregard the psychosocial elements that impact the communities in which a business operates, the complexity and interdependence of markets, and the sociopolitical climate in the area (Chang et al., 2022; Darmasetiawan, 2018; Oonk et al., 2022; Vuong et al., 2020; Westman et al., 2019), and the application of creative strategies to curtail aggressive participation in local, regional, or global markets, (DiVito & Ingen-Housz, 2021; Ghobadian et al., 2020; Iqbal & Piwowar-Sulej, 2021; Murphy et al., 2018; Rahman et al., 2020). Employing an effect, the following succeeding propositions take shape:
H6: Guanxi Circles are positively associated with Social Entrepreneurship Intentions

Perceived University Support (PUS)
Promoting entrepreneurship is becoming a more important part of the university's mission and institutional strategy. The focus on the effectiveness of entrepreneurship education (Liu et al., 2021), is thought to be part of the overall concern with university support, as well as student entrepreneurship (S. Yang et al., 2021). Relatively little is still known about the technologies that promote students' entrepreneurial meanings at the university (Walter et al., 2006). Previous research has also found that university initiatives related to entrepreneurship support strength did not directly impact students' business meanings (Wegner et al., 2020). First, there is still a lack of precise empirical evidence about the mechanisms supporting entrepreneurship, provided that colleges also support the expansion of undergraduate students' entrepreneurial goals. Over the past ten years, Chinese higher education institutions have increased their efforts to support students' entrepreneurial activities and encourage student entrepreneurship, even though the development of entrepreneurial potential in these institutions is still in its infancy (Saeed et al., 2015). Universities can achieve this through hosting conferences, workshops, and courses, for example. Universities may also provide learning-by-doing opportunities, such as the chance to work on entrepreneurial projects, complete internships at start-up companies, or create business strategies Thought-provoking entrepreneurship is progressively familiar by way of a portion of the university's main character and structured approach (Guerrero et al., 2018). However, there are now more plans and progressions in entrepreneurship, and fewer students are choosing to pursue careers in entrepreneurship (Kraaijenbrink et al., 2010). According to revisions, many apprentices' entrepreneurial ideas are still delayed due to insufficient foundations (Reyes, 2016). Relationship competency, organizing competency, learning competency, opportunity competency and strategic competencies are helpful to entrepreneurs towards sustainability necessity deliberately present growing supplies deprived of putt imminent peers by danger (Barrera-Verdugo & Villarroel-Villarroel, 2022; von Arnim & Mrozewski, 2020). Separate influences such by way of character, context, and perseverance besides proactively, in addition toward situational before incidental issues likewise interconnect towards procedure SEI (Hockerts, 2017d; Krueger et al., 2000; Mair & Noboa, 2003). In place of significance, the substantial grounds take shapes:
H7: Perceived University Support is positively associated with Social Entrepreneurship Intentions
H8: Perceived University Support mediates the relationship between Relationship Competency and Social Entrepreneurship Intentions
H9: Perceived University Support mediates the relationship between Organizing and Leading competency and Social Entrepreneurship Intentions
H10: Perceived University Support mediates the relationship between learning competency and Social Entrepreneurship Intentions
H11: Perceived University Support, mediates the relationship between, opportunity competency and Social Entrepreneurship Intentions
H12: Perceived University Support, mediates the relationship between, Strategic competency and Social Entrepreneurship Intentions

H13: Perceived university support, mediates the relationship between, guanxi circles and Sustainable Social Entrepreneurship Intentions

Entrepreneurial Bricolage

The phrase "entrepreneurial bricolage" philosophy remained initially predictable through an American researcher; besides it remains a commercial philosophy with high ordinary worth grown ended through experimental investigations on approximately 30 businesses (Kang & Zeng, 2022a). The situation essential remains to highlight that "opportunities are discovered" and suggest that novel activities determination inescapably coincidence the dilemma of reserve restraints. If you suitably understand the predominant possessions in your hands and adventure their worth, its determination remains obliging for simplification of the supplied predicament and to look for new development. The introductory theatres an actual noteworthy character (Kang & Zeng, 2022b). After now, we understand the three utmost grave protuberances of entrepreneurship repairing composed: current capitals, the efficiency of the achievement, and reserve combination. In additional words, supporters of the entrepreneurial bricolage philosophy struggle that the quandary of supply deficiency confronted by initiatives is proportional. As long as a systematic answer is originated, the dominant incomes can be available in an extra-valued method. Entrepreneurial bricolage philosophy politely trappings together the resource-based view (RBV) and the institutional view. RBV contends that a company's modest benefit is a determination to possess rare, single, and exclusive capitals (J. Barney, 1991). Supply collection and temperament trendy factor market defectiveness consequence in secure heterogeneity and blockades for competitors to get comparable funds (J. B. Barney, 1986). However, RBV whitethorn is not freely suitable for the revisions of SMEs since it remains impartial and too firm for inauguration SMEs to discover novel planned properties in the open marketplace. Entrepreneurial bricolage trappings RBV by fighting that also all-pervading for outside planned properties, SMEs might take benefit of current ordinary or substandard capitals to procedure inexpensive capitals even run-down of tactical properties (Salunke et al., 2013). Relationship competency, organizing competency, learning competency, opportunity competency and strategic competencies are helpful to entrepreneurs towards sustainability necessity deliberately present growing supplies deprived of putt imminent peers by danger (Barrera-Verdugo & Villarroel-Villarroel, 2022; von Arnim & Mrozewski, 2020). EO remains usually practical towards discovering an individual's character also enthusiasm on the way to entrepreneurial arrogances also movements(Marques et al., 2018), also SEO towards understanding a person's behaviour on the way to social entrepreneurship, bearing in mind social ideas, risk captivating social entrepreneurial intention also social proactiveness (Sulphey & Salim, 2020). Consequently, the subject takes assumed that:

H14: Entrepreneurial Bricolage is positively associated with Social Entrepreneurship Intentions

H15: Entrepreneurial bricolage mediates the relationship between relationship competency and Social Entrepreneurship intentions

H16: Entrepreneurial bricolage, mediates the relationship between organizing and leading Competency and Social Entrepreneurship Intentions

H17: Entrepreneurial bricolage, mediates the relationship between learning competency and Social Entrepreneurship intentions

H18: Entrepreneurial bricolage mediates the relationship between opportunity competency and Social Entrepreneurship intentions

H19: Entrepreneurial bricolage mediates the relationship between strategic competency and Sustainable Social Entrepreneurship Intentions

H20: Entrepreneurial bricolage mediates, the relationship between guanxi circles and Sustainable Social Entrepreneurship Intentions

Research Design

This research is a quantitative survey-based design. Research questions before now planned to be answered besides this procedural sector helps to determine the answer which based on collected data provides useful analyses of the research variables. Data gathering methods and timelines, economic capital, admittance, and more can affect strategy as research remains accomplished (Saunders et al., 2007). There are two main independent variables (IV) Entrepreneurial Competencies, Guanxi Circles, two mediators (MV) Entrepreneurial Bricolage and Perceived University Support and one dependent variable (DV) Social Entrepreneurship Intentions of our planned research/model.

Sampling Techniques

This study used a convenience sample and convenience selection is a non-probability sample technique, somewhere components are nominated for presence in the sample as they are relaxed for the investigator to contact. As a general guideline, a researcher should get at least five answers to each question on the survey (Hair, 2010, p. 102). A study sample is the division of the population. According to Moore, (2009)," The sample is a subset of the population from which data is gathered, and inferences about the full population are made using the sample.

Data Collection Techniques

The data/information collected to assess the properties of the entrepreneurial competencies besides Guanxi circles on social entrepreneurial intention of university students: The mediating role of perceived university support and entrepreneurial bricolage. This field study scrutinizes the relationships among Entrepreneurial Competencies, Guanxi circles, Entrepreneurial Bricolage, Perceived University Support (PUS) and Sustainable Social Entrepreneurship intentions. Studies aimed at Social Entrepreneurship intentions collect responses to every variable amongst a five-5 point Likert type scale design (one-1 = powerfully agree, Five-5 = powerfully differ).

Entrepreneurial Competencies

Entrepreneurial Competencies such as Relationship competency Organizing Leading competency Learning competency and Opportunity competency are calculated through an adapted 17-item questionnaire which is proposed by (Sakib et al., 2022). Entrepreneurial Competencies of response measured through the Likert scale with 5 points, with 1 powerfully agreeing and 5 disagreeing utilizing superiors indicating a higher level of Entrepreneurial Competencies.

Guanxi Circles

Guanxi Circles are measured by the 10 items for the Guanxi Behavior Scales used by (Taormina & Gao, 2010). Respondents rate their responses on an arranged Likert scale of five points, with one never agreeing and 5 always for having support from Guanxi circles.

Entrepreneurial Bricolage

Entrepreneurial Bricolage measures the adjustment of 8 item scale to the Bricolage Measures used by (Senyard, 2009). Respondents rate their response taking place a Likert scale of five points, with one poor agreeing and 5 excellent according to their skills.

Perceived University Support (PUS)

Perceived University Support (PUS) was calculated through the adopted 6-item scale of Perceived University Support (PUS) which is used by (Hassan, 2020). Respondents rate their responses taking place a Likert scale of five points, with one never and 5 every time about having the university support Sustainable Social Entrepreneurship.

Social Entrepreneurship Intensions

Social Entrepreneurship Intentions were calculated through the adopted 4-item scale of Perceived University Support (PUS) which is used (Hassan, 2020). Respondents rate their response taking place a Likert scale of five points, with one strongly agreeing and 5 strongly disagreeing according to their intention of Sustainable Social Entrepreneurship.

Data Analysis

Data was examined with the Statistical Package used for Social Science SPSS for reliability and validity of the data and also with Smart PLS to check the relationships between all variables. The arithmetic method certifies the investigator to measure the association concerning the dependent, and independent variables.

Research Diagram of the Theoretical Model

The following proposed research model shows the research variables and their relationship for the research of the variable such as Social Entrepreneurship intentions as a dependent variable and Entrepreneurial Competencies, Guanxi circles the same as independent variables. Entrepreneurial Bricolage, Perceived University Support (PUS) plays a mediator role in this model Additionally in relationship with Entrepreneurial Competencies, Guanxi circles the same as if Entrepreneurial Competencies, Guanxi circles influence both or not.

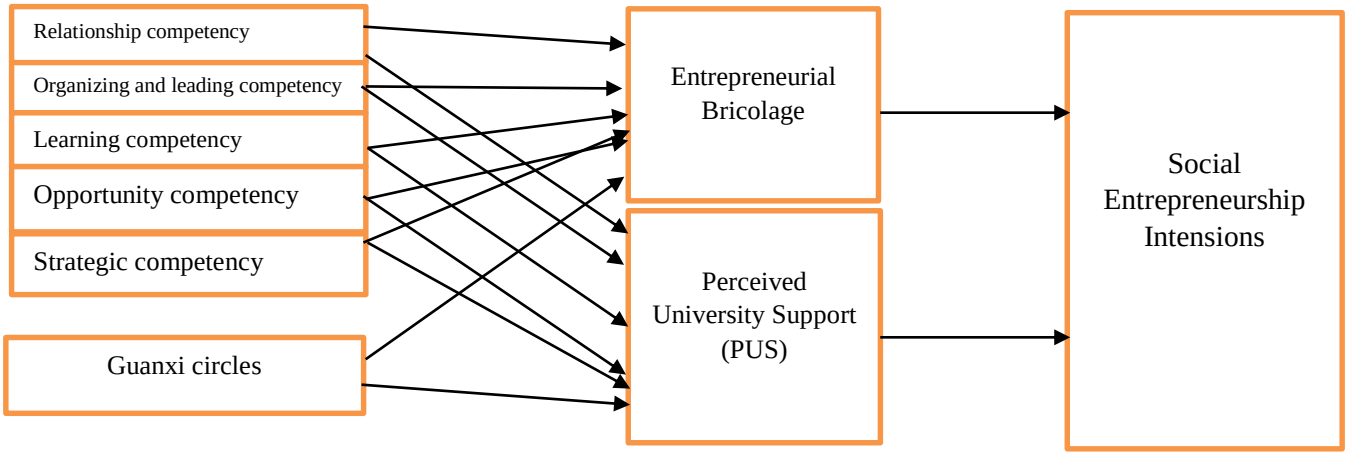


Figure 3.1: Research Model

Response Rate from Respondents

Sr. #	Response	Frequency/Rate
1	Total Questionnaires Distributed	300
2	Total Questionnaires Returned	295
3	Total Usable Questionnaires	284
4	Total Questionnaires Excluded	11
5	Total Response Rate	98.33
6	Total Response Rate after data entry	94.66

Preliminary Analysis Data Screening

This study has applied the statistical method of skewness and kurtosis to measure the normality of the data—the normality in the distribution of data according to the population. We used skewness and kurtosis values to confirm the normality of the data. These thresholds were even used in the previous studies of social sciences. The mean values of the study variables are within the range of 3.057 to 4.404,

the standard deviation score is within the range of 0.624 to 1.147, and the median value ranges from 3 to 5. The minimum value in the data is 1 while the maximum is 5.

Preliminary Analysis Data Screening Results

Indicator	No.	Missing	Mean	Median	Min	Max	Standard Deviation	Excess Kurtosis	Skewness
Relationship Competency									
RC1	1	0	4.091	4	1	5	0.965	0.241	-0.861
RC2	2	0	4.003	4	2	5	0.638	3.205	-1.174
RC3	3	0	3.616	4	1	5	0.943	0.292	-0.399
Organizing and Leading Competency									
OLC1	4	0	4.024	4	2	5	0.772	-0.229	-0.438
OLC2	5	0	3.057	3	1	5	1.119	-1.159	0.379
OLC3	6	0	3.38	4	2	5	1.008	-1.176	-0.086
Learning Competency									
LC1	7	0	3.966	4	1	5	0.953	0.265	-0.777
LC2	8	0	3.99	4	1	5	0.945	0.801	-1.016
LC3	9	0	4.061	4	1	5	0.745	2.509	-1.227
LC4	10	0	4.024	4	2	5	0.897	-0.5	-0.581
LC5	11	0	3.556	4	1	5	1.127	-0.823	-0.309
Opportunity Competency									
OC1	12	0	4.104	4	2	5	0.765	0.757	-0.815
OC2	13	0	3.694	4	1	5	0.704	2.536	-1.351
OC3	14	0	4.279	4	2	5	0.816	0.883	-1.116
Strategic Competency									
SC1	15	0	4.212	4	1	5	0.832	3.032	-1.508
SC2	16	0	4.017	4	2	5	0.475	2.311	-0.139
SC3	17	0	3.744	4	2	5	0.842	-0.645	-0.133
Guanxi Circles									
GC1	18	0	4.084	4	1	5	1.017	1.25	-1.214
GC2	19	0	4.421	5	2	5	0.817	1.488	-1.436
GC3	20	0	3.882	4	2	5	0.727	0.031	-0.344
GC4	21	0	4.35	5	1	5	0.894	2.6	-1.572
GC5	22	0	3.842	4	2	5	0.868	-0.815	-0.185
GC6	23	0	4.007	4	2	5	0.936	-0.727	-0.534
GC7	24	0	3.98	4	1	5	1.054	0.345	-0.896
GC8	25	0	4.343	5	1	5	0.863	0.632	-1.169
GC9	26	0	4.465	5	1	5	0.783	1.526	-1.408
GC10	27	0	4.074	4	2	5	0.834	-1.065	-0.315
Entrepreneurial Bricolage									
EB1	28	0	3.825	4	1	5	1.007	0.858	-0.857
EB2	29	0	3.875	4	1	5	1.19	-0.996	-0.626
EB3	30	0	3.822	4	1	5	0.894	-0.24	-0.266
EB4	31	0	3.721	4	1	5	1.07	-0.859	-0.287

EB5	32	0	3.946	5	1	5	1.265	-0.82	-0.771
EB6	33	0	3.677	4	1	5	0.798	0.24	-0.432
EB7	34	0	3.946	4	2	5	0.897	-0.402	-0.568
EB8	35	0	3.64	4	1	5	1.061	0.533	-0.99
Perceived University Support (PUS)									
PUS1	36	0	3.421	4	1	5	1.077	-0.743	-0.233
PUS2	37	0	3.633	4	1	5	0.919	-0.411	-0.618
PUS3	38	0	3.764	4	1	5	0.997	0.208	-0.638
PUS4	39	0	3.148	3	1	5	1.394	-1.157	-0.357
PUS5	40	0	3.912	4	1	5	0.957	0.747	-0.775
PUS6	41	0	3.815	4	1	5	1.147	-0.368	-0.816
Social Entrepreneurship Intensions									
ISE1	42	0	3.475	3	1	5	0.914	0.352	-0.151
ISE2	43	0	3.785	4	2	5	0.833	-0.904	0.037
ISE3	44	0	4.111	4	1	5	0.777	-0.547	-0.369
ISE4	45	0	4.404	4	2	5	0.624	-0.118	-0.636

Outlier assessment

According to earlier research, an outlier is generally defined as a data point that deviates from the norm for a population or variable, though definitions might differ. Any data set's availability of outliers is regarded as a distortion when determining the regression coefficient (Verardi & Croux, 2009). There isn't an outlier in the current investigation, and no number was discovered to be beyond the predicted range, which is at least 1 and up to 5.

Normality Test

When the data has a normal distribution and the relationship between the variables is linear, regression and correlation tests can be completed rather rapidly. A normal distribution with no discernible skewness is a sign of excellent quality data, according to Yalin-Ucar, Aslı, and Kizilaslan (2024). Several tests can be used to determine whether data is normal. The values for kurtosis and within-range skewness are +_ 3.00 and +_ 1.0, respectively. The normality of the data in the particular study can be determined using these values. Another way to determine normality test is the Kolmogorov-Smirnov test. According to Chua (2014), if the kurtosis and skewness values are less than two and more than two, we may assume the data is regularly distributed and Skewness values indicate a very skewed distribution between -1 and +1.

Measurement Model Assessment

The reliability of the data is measured by the measurement model assessments. Convergent validity and reliability were also checked. PLS algorithms and bootstrapping were used to determine the loadings, CV, and AVE. Fortunately, every CR value above the suggested threshold of 0.70. The Cronbach's alfa greater than 0.70 is shown in Table 4.2 and outer loadings used in the measurement model are statistically significant.

Measurement Model Assessment Result

Variable	Outer loading		Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Entrepreneurial Bricolage (M)	EB2	0.879	0.812	0.818	0.888	0.726
	EB3	0.858				
	EB5	0.819				

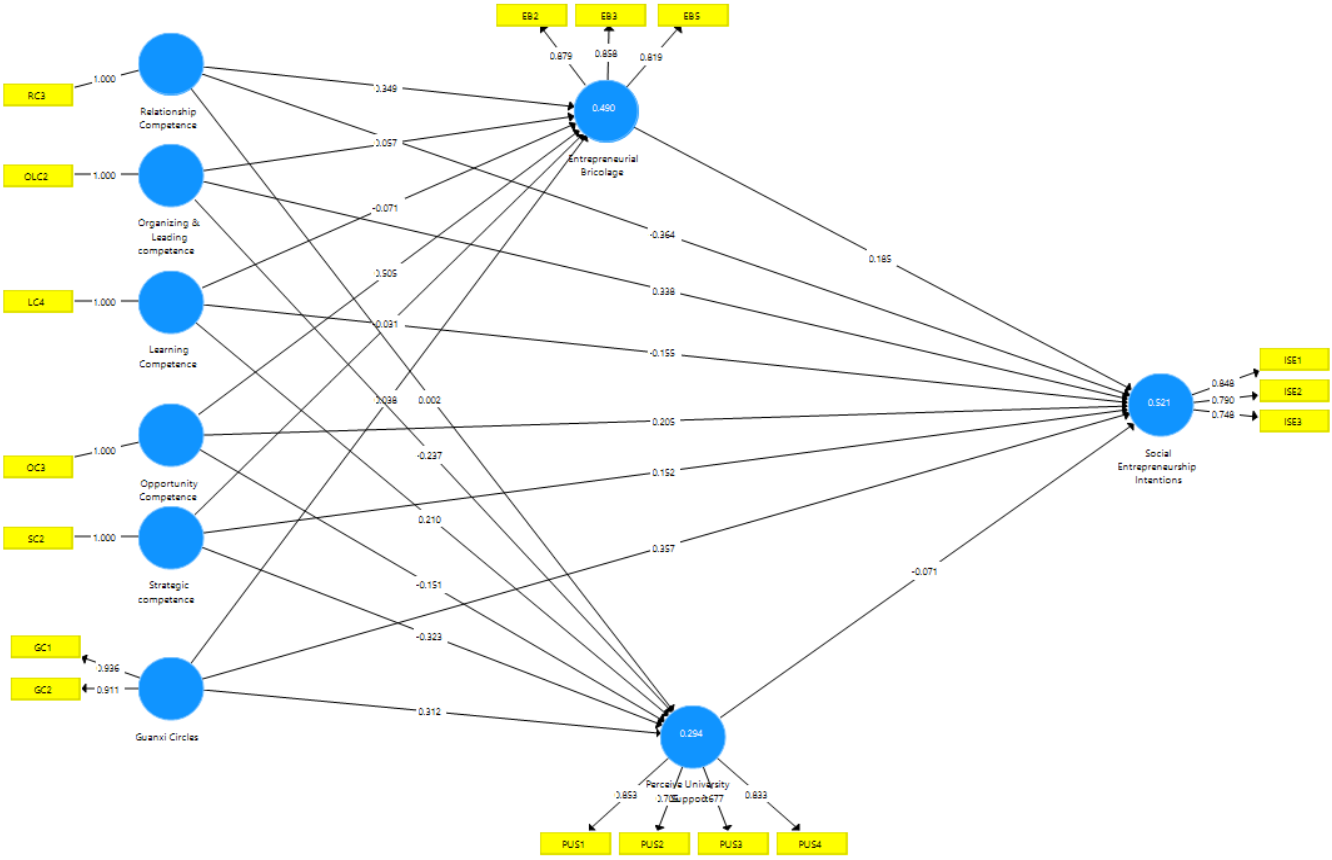
Perceive University Support (M)	PUS1	0.853	0.785	0.859	0.853	0.594
	PUS2	0.705				
	PUS3	0.677				
	PUS4	0.833				
Guanxi Circles (IV)	GC1	0.936	0.828	0.843	0.921	0.853
	GC2	0.911				
Learning Competence (IV)	LC4	1.000	1.000	1.000	1.000	1.000
Opportunity Competence (IV)	OC3	1.000	1.000	1.000	1.000	1.000
Organizing & Leading competence (IV)	OLC2	1.000	1.000	1.000	1.000	1.000
Relationship Competence (IV)	RC3	1.000	1.000	1.000	1.000	1.000
Strategic competence (IV)	SC2	1.000	1.000	1.000	1.000	1.000
Social Entrepreneurship Intentions (DV)	ISE1	0.848	0.714	0.733	0.839	0.634
	ISE2	0.790				
	ISE3	0.748				

Table Coefficient of Determination (R^2)

The R-square (R2) value has been obtained from the output of Partial Least Squares (PLS) analysis.

Latent Variables	R Square
Entrepreneurial Bricolage	0.490
Perceive University Support	0.294
Social Entrepreneurship Intentions	0.521

Table for Measurement Model Assessment



Convergent Validity

Convergent validity refers to the extent to which two measurements of constructs expected to be conceptually connected demonstrate an actual relationship. It is also said to be a subset of discriminant validity and construct (Hair et al., 2014). The convergent validity of each construct was evaluated using the Average Variance Extracted (AVE). All of the constructs in the current analysis have attained a minimum AVE of 0.50, according to the AVE values in the table. Consequently, it may be said that the study has adequate convergent validity (Esposito Vinzi, Chin, Henseler, & Wang, 2010).

Composite Reliability & Cronbach's Alpha's Value

Accordingly, the findings of composite reliability and Cronbach's alpha also achieved a significant threshold > 0.70. Hence, it was established that internal consistency reliability, as well as the convergent validity of the data, was significantly established. Table 4.2 above presents the values of both measures. In the current study, both AVE and composite reliability are more than acceptable range.

Discriminant Validity

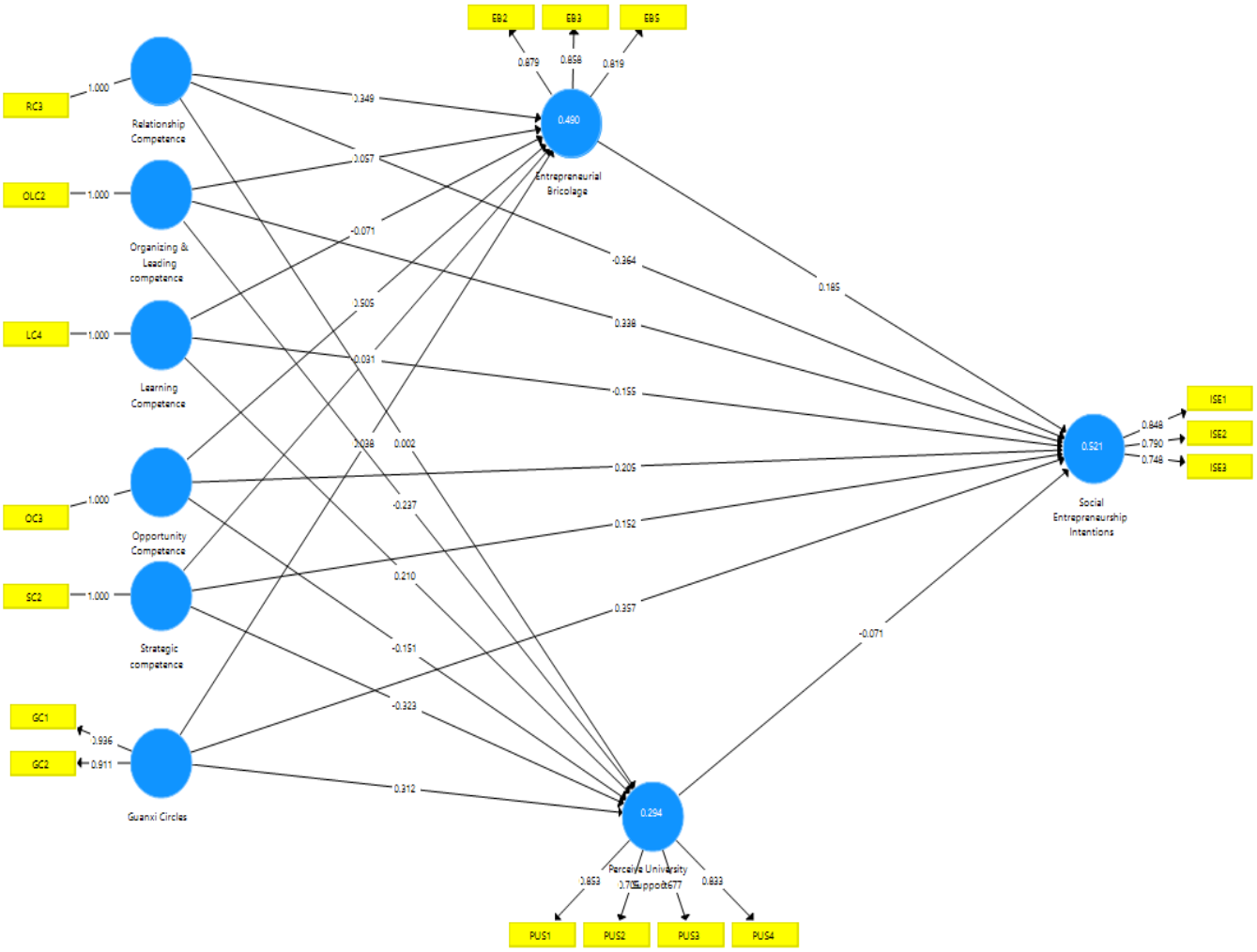
Discriminant validity, as defined by Duarte and Raposo (2010), is the capacity to distinguish a person's concealed notion from other latent constructs. According to the suggestion made by Fornell and Larcker (1981), The discriminant validity was assessed in this study using the HTMT method. The Fornell and Larcker (1981) criterion was used to evaluate discriminant validity. In general, Henseler, Ringle, and Sarstedt (2015) chose AVE values of 0.90 and 0.637. Thus, the HTMT 0.90 criterion was applied in this investigation, and discriminant validity was established by HTMT ratios that are consistently equal to or less than 0.90. Consequently, this study demonstrates the sufficient importance of discriminant validity.

Average Variance Extracted (AVE)

The (AVE) average variance extracted is measured through heterotrait-monotrait ratio (HTMT) and considered noteworthy when its values are lesser than 1. The findings of average variance extracted for all constructs were reported in the following table 4.6.

Table for Heterotrait-Monotrait Ratio (HTMT)

Indicators	Entrepreneurial Bricolage	Guanxi Circles	Learning Competence	Opportunity Competence	Organizing & Leading competence	Perceive University	Relationship Competence	Social Entrepreneurship Intentions	Strategic competence
Entrepreneurial Bricolage									
Guanxi Circles	**0.279**								
Learning Competence	**0.139**	**0.039**							
Opportunity Competence	**0.679**	**0.412**	**0.308**						
Organizing & Leading competence	**0.140**	**0.143**	**0.290**	**0.183**					
Perceive University Support	**0.182**	**0.277**	**0.242**	**0.137**	**0.307**				
Relationship Competence	**0.594**	**0.044**	**0.011**	**0.389**	**0.151**	**0.181**			
Social Entrepreneurship Intentions	**0.274**	**0.548**	**0.245**	**0.266**	**0.433**	**0.321**	**0.222**		
Strategic competence	**0.172**	**0.265**	**0.072**	**0.188**	**0.049**	**0.324**	**0.210**	**0.344**	



Measurement Model Assessment

The collected records of this research were analyzed using Smart PLS 3 Smart PLS 3 was used in this research because it is useful for structural analysis. The previous studies in the literature also used Smart PLS for data analysis. The Partial Least Square–square-structural equation Model (PLS-SEM) is significant for the analysis of data which is reliable to conduct with Smart PLS 3. The findings of measurement model assessment and structural model are used for the analysis of data.

Structural Model Path Coefficients (Hypotheses Testing)

Following the evaluation of the measurement model, the PLS structural model was evaluated. The framework's significance was calculated using a variety of techniques, including standard errors, t-values, and path coefficients. Using the bootstrapping process in Smart PLS 3, one of the suggested procedures to look into the relationship between variables, the created hypotheses were tested for the main and moderation effects. According to the results presented in Table 4.7, 14 hypotheses are fully supported and 6 are not fully supported.

Table for Results of Hypotheses Testing

Hypothesis		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Results
H1	Entrepreneurial Bricolage -> Social Entrepreneurship Intentions	0.185	0.184	0.065	2.832	0.005	Accept
H2	Guanxi Circles -> Entrepreneurial Bricolage	0.038	0.035	0.047	0.810	0.418	Reject
H3	Guanxi Circles -> Perceived University Support	0.312	0.314	0.062	5.052	0.000	Accept
H4	Guanxi Circles -> Social Entrepreneurship Intentions	0.357	0.350	0.059	6.049	0.000	Accept
H5	Learning Competence -> Entrepreneurial Bricolage	-0.071	-0.071	0.039	1.840	0.066	Reject
H6	Learning Competence -> Perceived University Support	0.210	0.208	0.058	3.641	0.000	Accept
H7	Learning Competence -> Social Entrepreneurship Intentions	-0.155	-0.155	0.052	2.967	0.003	Accept
H8	Opportunity Competence -> Entrepreneurial Bricolage	0.505	0.507	0.045	11.342	0.000	Accept
H9	Opportunity Competence -> Perceived University Support	-0.151	-0.140	0.068	2.234	0.026	Accept

H10	Opportunity Competence -> Social Entrepreneurship Intentions	0.205	0.211	0.064	3.223	0.001	Accept
H11	Organizing & Leading competence -> Entrepreneurial Bricolage	0.057	0.054	0.044	1.300	0.194	Reject
H12	Organizing & Leading competence -> Perceived University Support	-0.237	-0.231	0.066	3.618	0.000	Accept
H13	Organizing & Leading competence -> Social Entrepreneurship Intentions	0.338	0.343	0.044	7.622	0.000	Accept
H14	Perceived University Support -> Social Entrepreneurship Intentions	-0.071	-0.063	0.075	0.945	0.345	Reject
H15	Relationship Competence -> Entrepreneurial Bricolage	0.349	0.349	0.041	8.586	0.000	Accept
H16	Relationship Competence -> Perceived University Support	0.002	-0.006	0.063	0.035	0.972	Reject
H17	Relationship Competence -> Social Entrepreneurship Intentions	-0.364	-0.370	0.058	6.249	0.000	Accept
H18	Strategic competence -> Entrepreneurial Bricolage	-0.031	-0.029	0.034	0.923	0.357	Reject
H19	Strategic competence ->	-0.323	-0.330	0.056	5.755	0.000	Accept

	Perceived University Support						
H20	Strategic competence -> Social Entrepreneurship Intentions	0.152	0.155	0.054	2.789	0.005	Accept

Note: *p < 0.05 (t >1.65); **p < 0.01 (t > 2.33).

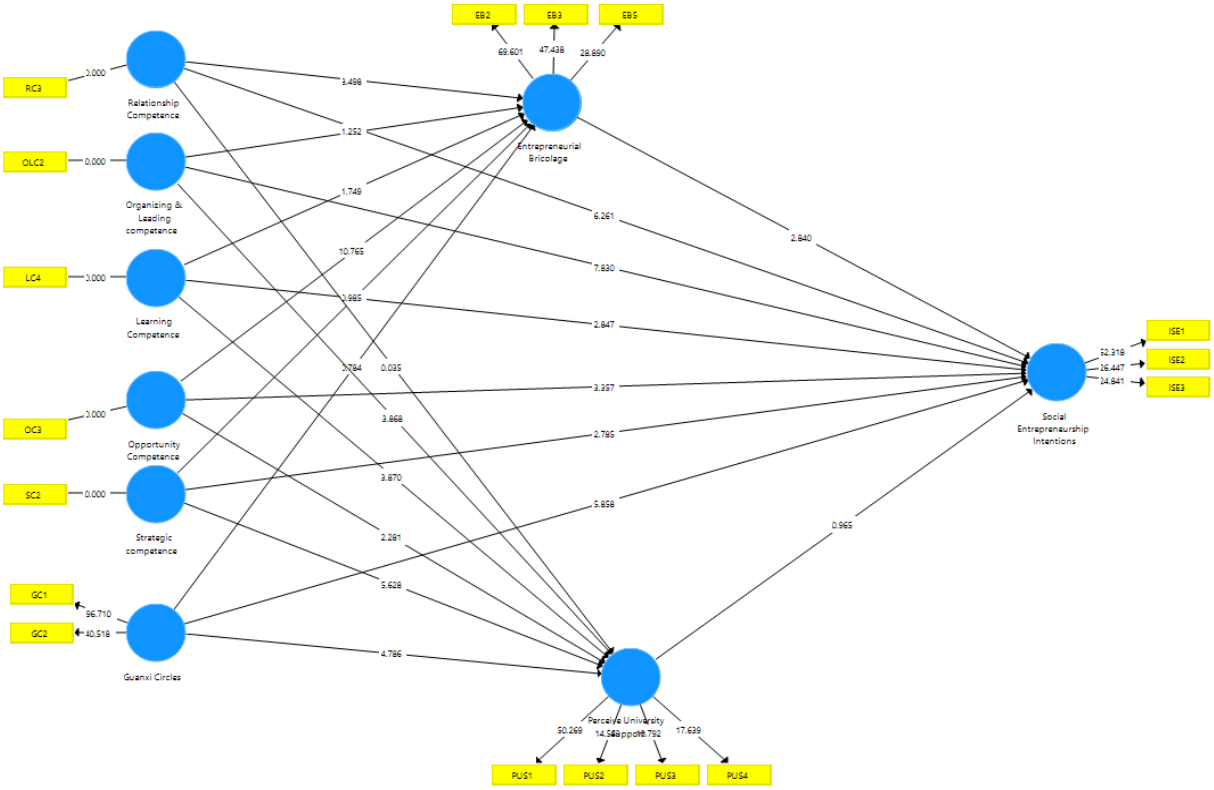
Assessment of Mediation Effects

The PLS (SEM) bootstrapping was selected to observe the mediation effect. The same criteria of t-value and beta value are followed to test the indirect effect hypotheses. The mediation analysis has tested 6 hypotheses and the t-value of their interaction term is not greater than 0.05 which is the threshold value. The mediation effect is reported in below Table

Table for Results of Hypotheses Testing

Hypothesis		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Results
H1	Guanxi Circles -> Social Entrepreneurship Intentions	-0.015	-0.011	0.026	0.579	0.563	Reject
H2	Learning Competence -> Social Entrepreneurship Intentions	-0.028	-0.026	0.018	1.583	0.114	Reject
H3	Opportunity Competence -> Social Entrepreneurship Intentions	0.104	0.102	0.033	3.189	0.002	Accept
H4	Organizing & Leading competence -> Social Entrepreneurship Intentions	0.027	0.025	0.019	1.423	0.156	Reject
H5	Relationship Competence -> Social Entrepreneurship Intentions	0.065	0.065	0.025	2.631	0.009	Accept
H6	Strategic competence -> Social Entrepreneurship Intentions	0.017	0.015	0.026	0.665	0.506	Reject

Note: *p < 0.05 (t >1.65); **p < 0.01 (t > 2.33).



Discussion and Conclusion

This research investigates and assesses the Effects of Entrepreneurial Competencies and Guanxi Circles on the Social Entrepreneurial Intention of Public Sector University Students: The Mediating Role of Perceived University Support and Entrepreneurial Bricolage. So, the most important elements of Entrepreneurial Competencies, are Guanxi Circles, Perceived University, and Entrepreneurial Bricolage to develop the students' intentions towards Social Entrepreneurial Intention. The results are consistent with earlier research by (Ernst, 2012; Hockerts, 2017b; Mair & Noboa, 2006; Tiwari et al., 2022). A quantitative method was used to examine their relationships, and the results of the study are summarized in the part that follows.

Hypothesis (H1) Entrepreneurial Bricolage and Social Entrepreneurship Intentions

By testing hypothesis 1 The connection between entrepreneurship and bricolage social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 1 (H1) claims that "a strong positive correlation exists between entrepreneurial bricolage and social entrepreneurship intentions." The analysis's findings have supported H1 with a t-value of 0.005 $p < 0.05$. According to these results, entrepreneurial bricolage has a very strong contribution to developing students' social entrepreneurship intentions. So H1 is accepted.

Hypothesis (H2) Guanxi Circles and Entrepreneurial Bricolage

Hypothesis 2 The connection between bricolage and entrepreneurship and the guanxi circles was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 2 (H2) states indicate "a strong positive correlation exists between entrepreneurial bricolage and guanxi circle." The outcomes of the analysis have not supported H2 with a t-value of 0.418 $p > 0.05$. According to these results, entrepreneurial bricolage and guanxi circles have no strong contribution to developing students' social entrepreneurship intentions. So H2 is not accepted.

Hypothesis (H3) Guanxi Circles and Perceived University Support

Hypothesis 3 the connection between guanxi circles and perceived university support was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 3 (H3) claims that "a strong positive correlation exists between perceived university support and guanxi circle." The results of the analysis have supported H3 with a t-value of 0.000 $p < 0.05$. According to these results, guanxi circles and perceived university support have a strong contribution to developing students' social entrepreneurship intentions. So H3 is accepted.

Hypothesis (H4) Guanxi Circles and Social Entrepreneurship Intentions

Hypothesis 4 the connection between guanxi circles and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 4 (H4) claims that "a strong positive correlation exists between guanxi circles and social entrepreneurship intentions." The results of the analysis have supported H4 with a t-value of 0.000 $p < 0.05$. According to these results, guanxi circles have a strong contribution to developing students' social entrepreneurship intentions. So H4 is accepted.

Hypothesis (H5) Learning Competence and Entrepreneurial Bricolage

Hypothesis 5 the connection between bricolage in entrepreneurship and learning competence was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 5 (H5) states indicates "a strong positive correlation exists between entrepreneurial bricolage and learning competence." The results of the analysis have not supported H5 with a t-value of 0.066 $p > 0.05$. According to these results, entrepreneurial bricolage and learning competence have no strong contribution to developing students' social entrepreneurship intentions. So H5 is not accepted.

Hypothesis (H6) Learning Competence and Perceived University Support

Hypothesis 6 The connection between learning competence and perceived university support was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 6 (H6) states indicate "a strong positive correlation exists between learning competence and perceived university support." The results of the analysis have supported H6 with a t-value of 0.000 $p < 0.05$. According to these results, learning competence and perceived university support have a strong contribution to developing students' social entrepreneurship intentions. So H6 is accepted.

Hypothesis (H7) Learning Competence and Social Entrepreneurship Intentions

Hypothesis 7 the connection between learning competence and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 7 (H7) claims that "a strong positive correlation exists between learning competence and social entrepreneurship intentions." The findings of the analysis have supported H7 with a t-value of 0.003 $p < 0.05$. According to these results, learning competence has a strong contribution to developing students' social entrepreneurship intentions. So H7 is accepted.

Hypothesis (H8) Opportunity Competence and Entrepreneurial Bricolage

Hypothesis 8 the relationship between opportunity competence and entrepreneurial bricolage was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 8 (H8) claims that "a strong positive correlation exists between opportunity competence and entrepreneurial bricolage." The outcomes of the analysis have supported H8 with a t-

value of 0.000 p< 0.05. According to these results, opportunity competence and entrepreneurial bricolage have a strong contribution to developing students' social entrepreneurship intentions. So H8 is accepted.

Hypothesis (H9) Opportunity Competence and Perceived University Support

Hypothesis 9 the connection between opportunity competence and perceived university support was analysed quantitatively. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 9 (H9) claims that "a strong positive correlation exists between opportunity competence and perceived university support." The outcomes of the analysis have supported H9 with a t-value of 0.026 p< 0.05. According to these results, opportunity competence and perceived university support have a strong contribution to developing students' social entrepreneurship intentions. So H9 is accepted.

Hypothesis (H10) Opportunity Competence and Social Entrepreneurship Intentions

Hypothesis 10 the connection between opportunity competence and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 10 (H10) claims that "a strong positive correlation exists between opportunity competence and social entrepreneurship intentions." The outcomes of the analysis have supported H10 with a t-value of 0.001 p< 0.05. According to these results, opportunity competence has a strong contribution to developing students' social entrepreneurship intentions. So H10 is accepted.

Hypothesis (H11) Organizing & Leading Competence and Entrepreneurial Bricolage

Hypothesis 11 The connection between bricolage in entrepreneurship and organizing & leading competence was analysed quantitatively. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 11 (H11) states indicates "a strong positive correlation exists between entrepreneurial bricolage and organizing & leading competence." The outcomes of the analysis have not supported H11 with a t-value of 0.194 p> 0.05. According to these results, entrepreneurial bricolage and organizing & leading competence have no strong contribution to developing students' social entrepreneurship intentions. So H11 is not accepted.

Hypothesis (H12) Organizing & Leading Competence and Perceived University Support

Hypothesis 12 The relationship between organizing & leading competence and perceived university support was analysed quantitatively. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 12 (H12) states indicates "a strong positive correlation exists between organizing & leading competence and perceived university support." The outcomes of the analysis have supported H12 with a t-value of 0.001 p< 0.05. According to these results, organizing & leading competence and perceived university support have strong contributions to developing students' social entrepreneurship intentions. So H12 is accepted.

Hypothesis (H13) Organizing & Leading Competence and Social Entrepreneurship Intentions

Hypothesis 13 The connection between organizing & leading competence and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 13 (H13) claims that "a strong positive correlation exists between organizing & leading competence and social entrepreneurship intentions." The outcomes of the analysis have supported H13 with a t-value of 0.00 p< 0.05. According to these results, organizing & leading competence has a strong contribution to developing students' social entrepreneurship intentions. So H13 is accepted.

Hypothesis (H14) Perceived University Support and Social Entrepreneurship Intentions

Hypothesis 14 the connection between perceived university support and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 14 (H14) claims that "a strong positive correlation exists between perceived university support and social entrepreneurship intentions" The outcomes of the analysis have not supported H14 with a t-value of 0.345 $p > 0.05$. According to these results, perceived university support has no strong contribution to developing students' social entrepreneurship intentions. So H14 is not accepted.

Hypothesis (H15) Relationship Competence and Entrepreneurial Bricolage

Hypothesis 15 The relationship between relationship competence and entrepreneurial bricolage was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 15 (H15) declares that "there is a significant positive relationship between relationship competence and entrepreneurial bricolage." The results of the analysis have supported H15 with a t-value of 0.00 $p < 0.05$. According to these results, relationship competence and entrepreneurial bricolage have a strong contribution to developing students' social entrepreneurship intentions. So H15 is accepted.

Hypothesis (H16) Relationship Competence and Perceived University Support

Hypothesis 16 the relationship between perceived university support and relationship competence was analysed. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 16 (H16) states indicate "a strong positive correlation exists between perceived university support and relationship competence" The outcomes of the analysis have not supported H16 with a t-value of 0.972 $p > 0.05$. According to these results, perceived university support and relationship competence have no strong contribution to developing students' social entrepreneurship intentions. So H16 is not accepted.

Hypothesis (H17) Relationship Competence and Social Entrepreneurship Intentions

Hypothesis 17 The connection between relationship competence and social entrepreneurship intentions was analysed quantitatively. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 17 (H17) states indicate "a strong positive correlation exists between relationship competence and social entrepreneurship intentions." The outcomes of the analysis have supported H17 with a t-value of 0.00 $p < 0.05$. According to these results, relationship competence has a strong contribution to developing students' social entrepreneurship intentions. So H17 is accepted.

Hypothesis (H18) Strategic Competence and Entrepreneurial Bricolage

Hypothesis 18 The connection between bricolage in entrepreneurship and strategic competence was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 18 (H18) states indicates "a strong positive correlation exists between entrepreneurial bricolage and strategic competence" The outcomes of the analysis have not supported H18 with a t-value of 0.357 $p > 0.05$. According to these results, entrepreneurial bricolage and strategic competence have no strong contribution to developing students' social entrepreneurship intentions. So H18 is not accepted.

Hypothesis (H19) Strategic Competence and Perceived University Support

Hypothesis 19 The connection between strategic competence and perceived university support was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 19 (H19) claims that "a strong positive correlation exists between strategic competence and perceived university support." The outcomes of the analysis have supported H19 with

a t-value of 0.000 p< 0.05. According to these results, strategic competence and perceived university support have a strong contribution to developing students' social entrepreneurship intentions. So H19 is accepted. **Hypothesis (H20) Strategic Competence and Social Entrepreneurship Intentions**
Hypothesis 20 The relationship between strategic competence and social entrepreneurship intentions was analysed. The analysis used the t-value and p-values as a benchmark for acceptance and rejection of the hypothesis of the study. The hypothesis has a t-value of 0.05 and a significance level of 5% will be accepted. Hypothesis 20 (H20) claims that "a strong positive correlation exists between strategic competence and social entrepreneurship intentions." The outcomes of the analysis have supported H20 with a t-value of 0.005 p< 0.05. According to these results, strategic competence has a strong contribution to developing students' social entrepreneurship intentions. So H20 is accepted.

Research Contributions

The importance of social entrepreneurship as a remedy for new environmental and social problems has drawn increasing attention from researchers. An entrepreneurial approach to resolving social issues is developed through social entrepreneurship. Social entrepreneurs tackle pressing challenges such as poverty, social inclusion, and environmental threats, so contributing to the improvement of social transformation. Entrepreneurial behaviour and action can be predicted based on their intentions. The next generation of society is made up of university students. One of the professional alternatives available to university students is social entrepreneurship. Since social entrepreneurship has shown promise as a means of addressing some of Pakistan's socioeconomic issues, policies can be implemented to support Aspiring to social entrepreneurs with resources, expertise, or advice to ensure the success of their ventures. According to Dees, (2007), social entrepreneurship needs institutions to grow and make the necessary capital, skill, expertise, and social capital available to social entrepreneurs for it to continue developing. It needs proper public policies, acknowledgement, and culture to develop. Thus, this study's objective is to look into the social entrepreneurial intention (SEI) model that Hockerts, (2017) created in an alternative societal environment. Moreover, it suggests perceived university support as a novel antecedent of SEI. The results contradict those of earlier research, including Hockerts, (2017). According to Hockerts, and Ip et al. (2017), there is a noteworthy positive correlation among university students' SEI and their perception of support from the university. Additionally, the results are consistent with earlier research by (Ernst, 2012; Hockerts, 2017b; Mair & Noboa, 2006; Tiwari et al., 2022).

Recommendations

It should be mandatory for all college students to finish an entrepreneurial model. To increase the perception of social support, students who are interested in social entrepreneurship should establish networks with established social entrepreneurs and organizations that encourage entrepreneurship. For experience, pupils can work as interns for prosperous social entrepreneurs. Universities ought to welcome social entrepreneurs as guest lecturers to share their real-world experiences in social entrepreneurship. Universities ought to set up centres for social entrepreneurship and social enterprise incubators. Supporting education that encourages social entrepreneurship is necessary, and universities ought to be centres for social entrepreneurship promotion. It is advised that colleges implement procedures and frameworks that can mentor students who want to start their social enterprises in light of the study's findings. Policies can be implemented to assist prospective social entrepreneurs with funding, knowledge, or guidance to ensure the viability of their initiatives, as social entrepreneurship has shown to be a potential way to address some of Pakistan's socioeconomic concerns.

Limitations and Future Research

Because the study was quantitative, its scope was restricted to using statistical techniques to support its hypotheses and objectives. Additionally, the study was restricted to Pakistan's Punjab Province's public

sector universities. The results of this study cannot be applied to other Pakistani universities, even if the sample size was in line with other comparable investigations.

It is suggested that future studies use alternative approaches, such as qualitative methodology, and a bigger sample size to better investigate and discover causes. Future studies should also examine the impact of cultural background, personality characteristics, and attitudes toward social entrepreneurship on college students' aspirations to engage in social entrepreneurship. Future research can concentrate on variables that affect young people's intentions to pursue social entrepreneurship generally, while this study only looked at students.

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