



## **Social Intention Model: The Effect of Self and Social Facets on Students' Social Intention**

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### **ABSTRACT**

Social entrepreneurship has often been identified as a powerful tool to confront social problems through innovation solutions. This study investigates how self-facet (actual self-congruity and self-efficacy) and social facet (ideal social self-congruity and subjective norm) influence volunteering intentions for social entrepreneurial activities. Additionally, this study examines the effect of volunteering intentions on purchase intentions. Based on the self-congruity theory and the theory of planned behaviour, we empirically analysed these relationships. A total of 544 questionnaires were collected via convenience sampling and self-administered questionnaires from undergraduates in Malaysia. The findings reveal that both the self-facet (actual self-congruity and self-efficacy) and social facet (ideal social self-congruity and subjective norm) significantly predict respondents' volunteering intentions for social entrepreneurial activities. Further results imply that volunteering intentions is directly related to intentions to purchase products sold at social entrepreneurial events. This research provides useful information for social and educational institutions seeking to design social entrepreneurial activities that will attract participation from undergraduates.

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## INTRODUCTION

Social entrepreneurial activities are important because they channel their profits to ensure the survival of social entities and to alleviate social disadvantage. Social aims have little to do with profits, but instead with the fulfilment of basic needs such as shelter, water, food, education and medical services for people whom public funding and market forces are not reaching (Certo and Miller, 2008). This area has attracted growing interest from policymakers, government, scholars, and agencies (Rawhouser et al., 2019; Short et al., 2009). The phenomenon of social entrepreneurial activities; combining various resources in innovative and creative ways, is a rich field for discovery that inspires new value creation (Seelos and Miar, 2005). At the same time, it poses unique challenges and questions, and requires a rethinking of concepts, in various fields of management, business and marketing (Mair and Marti, 2004; Saebi et al., 2019).

One of the challenges for social organizations is to attract external resources (such as labour, cash, and volunteers) to support, retain and sustain their operations (Malinen and Harju, 2017). These organizations increasingly need to compete to gain funding, and volunteers that are required to meet the growing needs of the communities they are serving. It is crucial to understand and keep those volunteers so that they can serve and benefit the society (Oostlander et al., 2013). University students are young adults that represent vital target populations for such social organizations (Hyde and Knowles, 2013). They also represent a consumer segment that has substantial current and even more so future buying power, which attracts the attention of marketing efforts (Ma et al., 2012). University students serve as critical components which can revitalize and grow both social and commercial organizations (Francis, 2011). In the academic arena, there is an emerging trend of social entrepreneurship activities being incorporated into university curricula. Students support for social entrepreneurial activities is thus crucial, as this sector is a hybrid of commercial and social aims. However, a number of studies have noted that the young Millennial and Gen Y generation (those born after 1980) have different values and attitudes that make them different from the previous generations (Glass, 2007; Lyons et al., 2015).

While there has been considerable research into consumer behavioural intentions in profit-oriented (i.e. commercial) contexts, there is still a lack of research on social entrepreneurship in general and behavioural intentions towards social entrepreneurial activities among university students in particular. Moreover, the majority of existing literature on social entrepreneurial activities tends to be exploratory and case studies rather than empirical quantitative research (Weerawardena and Mort, 2006). In Short et al.'s (2009) review of the literature found only 5% of articles on social entrepreneurial activities in the field of marketing, 6% in sociology, and none at all in accounting, operations management or psychology. Dorethy et al. (2014) recon that need to study and develop theories to explain the social entrepreneurship hybrid phenomenon. Moreover, Sengupta and Sahay (2017) in a review of social entrepreneurship publications in APAC from 1998 to 2015 revealed that there is lacking research in the area of context, institutional and personal factors, especially in Malaysia.

In present literature, theory of planned behaviour has been frequently used or adapted to explain a range of consumer behavioural intentions such as purchase intentions (Kim and Chung, 2011), and volunteering intentions (Ko et al., 2004) which is grounded on cognitive behaviour and rationally assessed outcomes of intended behaviours (Ajzen, 2006). On the other hand, social activities are largely based on affective and emotional attachments (Kim, 2006). Individuals may select, purchase and use product/services that are consistent with their own view of themselves and self-image (Sirgy et al., 2000). While, the social facet may cause individuals to look for similar images in a community or a group that may influence an individual's behaviours (Karcher and Lindwall, 2003). Therefore, in the context of social entrepreneurial behavioural intentions or social intentions, the self-congruity theory, which is grounding on perceptual image congruence between students and social entrepreneurial activities that leads to behavioural intention, may be a more appropriate theory to explain socially-related activities such as voluntarism and purchase intentions. These activities are types of symbolic consumption and serve as value expression functions (Randle and Dolnicar, 2011). Accordingly, this study seeks to integrate the self-congruity theory and theory of planned behaviour in order to explain social intentions, in particular students' behavioural intentions towards social entrepreneurial activities. Specifically, the study aims to examine the relationships between (i) self-facet (actual-self, ideal-self and self-efficacy) (ii) social facet (social-self, ideal social-self and subjective norm) with regards to students' volunteering intentions towards social entrepreneurial activities; and (iii) relationship

between volunteering intentions and purchase intentions of products sold during social entrepreneurial activities.

## LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

### Behavioural Intention

Behavioural intention is widely used as predictor and likelihood to commit actual behaviour. It is referred to as 'a person's subjective probability that he will perform some behaviour' (Fishbein and Ajzen, 1975: 288). Past studies have since operationalised intentions as the possibility or estimation that an individual will act upon behaviour (Sheppard et al., 1988). One of the most adopted theories to predict behavioural intentions is the theory of planned behaviour (TPB). While TPB, predicting an individual intention to act, is based on the outcome of carefully and rationally assessing the available resources, another theory which has impact on intention, the self-congruity theory (SCT) effects are largely on intention as matching of images of a product, service, event or activities and individual self-concepts (e.g. Sirgy et al., 2008). Proposed by Sirgy et al. (2000), research in consumer behaviour used four facets of self-concept to justify and predict consumer behaviours, namely actual self-concept (private self), ideal self-concept (private self), social self-concept (public self) and ideal social self-concept (public self). Subsequently, there are four types of self-congruity, namely actual self-congruity, ideal self-congruity, social self-congruity, and ideal social self-congruity.

A closer examination on the components of TPB and SCT demonstrated that the components can be re-grouped into self and social facets. Actual self-congruity, ideal self-congruity, and TPB's self-efficacy are individual's self-perspective facet. Social self-congruity, ideal social self-congruity, and TPB's social norm are social perspectives influence on behavioural intentions, hence are grouped under the social facet. Combined with the behavioural intention formation, a revised model, namely Social Intention Model (SIM) is proposed. It depicts the integration of the TPB and the SCT to form a Social Intention Model (SIM) where social intention (i.e. volunteering intention) can be explained by self facet (actual self-congruity, ideal self-congruity, and self-efficacy) and social facet (social self-congruity, ideal social self-congruity and subjective norm).

### Actual self-congruity

Based on and adapting from Sirgy et al (2000), actual self-congruity refers the degree of fit between how a student sees him/herself in relation to the social entrepreneurial activities image. Actual self-concept is a part of private self of an individual or a student has for him/her as the identity that strikes to protect in accordance to SCT. The effect of actual self-congruity on consumer behaviour and volunteering has been found in the literature. For examples, there are studies on actual self-congruity and loyalty (Sirgy et al 2008), purchase intentions (Kressmann et al., 2006; Kwak and Kang, 2009; Ibrahim and Najjar, 2007) and volunteering (Randle and Dolnicar, 2011). Hence, it is expected that actual self-congruity influences the student's volunteering intention to volunteer with the social entrepreneurial activities. The hypothesis below is brought forward for empirical testing.

*H1: Students' actual self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

### Ideal self-congruity

Referring to and adapting from Sirgy et al. (2000), ideal self-congruity is the degree of fit between how the individual or student likes to see him/herself in relation to social entrepreneurial activities image. A student may see him/herself as insensitive and apathetic towards social entrepreneurial activities (actual self-concept), nevertheless may not like this self-perception. He/she may desire to become caring and compassionate towards the social entrepreneurial activities. This discrepancy is compensated through the needs of self-esteem (Sirgy et al., 2008). Students having such ideal self-concept want to comprehend social entrepreneurial activities to boost their self-esteem. The effect of ideal self-congruity on behavioural intention was found in Azevedo and Farhangmehr (2005), Kressmann et al. (2006), Ibrahim and Najjar (2007) and Kwak and Kang (2009). In the fashion industry, this ideal self-congruity is regarded as the transformational advertisement,

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highly conspicuous (Azevedo and Farhangmer, 2005) and is manifested in brand preference. Therefore, it is hypothesized in H2 that:

*H2: Students' ideal self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

### **Self-efficacy**

Adapting from Ajzen (2002), self-efficacy can be defined as students' ease or difficulty to perform social entrepreneurial activities. An individual's perceived self-efficacy has a directive influence and impact on choices of behaviours and setting (Bandura, 1977). Since then, self-efficacy is used interchangeably with perceived behavioural control (e.g. Greenslade and White, 2005). Self-efficacy has been found to have a positive influence on intention to attain grades in studies (Manstead and Van Eekelen, 1998), intention to eat low-fat diets (Armitage and Connor, 1999), and intention to volunteer (Greenslade and White, 2005; Hyde and Knowles, 2013). In this study, it is proposed that students' self-efficacy will have a significant effect on their intention to volunteer with social entrepreneurial activities. Therefore, hypothesis 3 is proposed.

*H3: Students' self-efficacy has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

### **Social self-congruity**

Based on and adapting from Sirgy et al. (2000), social self-congruity refers to the degree of fit between an individual or a student's belief how he/she is seen by others in relation to the social entrepreneurial activities. This social self-concept image may be aligned or not aligned with the actual and ideal self-concepts. As social self-concept is a part of public self that impacts on behaviours via social consistency motive (Sirgy et al., 2000), this motive induces people to uphold images that others have for them. According to Hoyer and MacInnis (1997), consumption symbolises a student's belonging to a group. Students may feel uncomfortable if they do not purchase or do not volunteer in social entrepreneurial activities, as they believe others see them as caring and compassionate. Going against others' perception of them as caring and compassionate is likely to make students/individuals feel uneasy and awkward (Sirgy et al., 2000). Hence, he/she may feel that there is a need to maintain social consistency. Past research supported, that social self-congruity has an effect on intention to purchase (He and Mukherjee, 2007; Ibrahim and Najjar, 2007). In reaction to enhance social consistency, social self-congruity is induced which leads to the tendency to act in order to maintain social perception (Sirgy et al., 2008). It is worth to note that if a student may not regard to be seen in a certain image, this congruity may not hold or be induced. However, Hughes and Guerrero's (1971) study suggested that social self-congruity might have an impact on the public-consumed product. Considering volunteering in social entrepreneurial activities is viewed as public-consumption, hence it is likely that social self-congruity influences students' volunteering intention with social entrepreneurial activities, and thus the below hypothesis is proposed.

*H4: Students' social self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

### **Ideal social self-congruity**

With reference and adapting from Sirgy et al (2000), ideal social self-congruity refers to the degree of fit on how an individual or a student would like to be seen by others in relation to the social entrepreneurial activities. As part of public self, the ideal social self-concept influences an individual's behaviour or a student's behaviour via the social approval motive (Sirgy et al., 2000). Individuals or students tend to do things that would gain a positive perception of themselves. Similarly, people purchase products or volunteer during social entrepreneurial activities and may want others to see them as being caring and compassionate. Individuals or students act in this way to realise the ideal social self-concept and to attain approval from others especially those significant to them. The effect of ideal social self-congruity on people's intention to purchase was found in studies conducted by Lee et al. (2018), Sirgy (1980), and Ibrahim and Najjar (2007). Hence, it is expected that ideal social self-congruity influences students' volunteering intention with social entrepreneurial activities. Hypotheses H5 is proposed for empirical testing.

Social Intention Model

*H5: Students' ideal social self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

## **Subjective norm**

The term subjective norm is often used as perceptions of people that are important and significant in engaging or not to engage in behaviour (Ajzen and Fishbein, 1980). If social expectations are that students should perform certain tasks or behaviour, then the students are likely to perform those expected tasks. Inversely, if social expectations are that a student should not perform the behaviour, then the student is unlikely to do so. In reference to the recent studies, subjective norm has affect on students' organic products purchase intention (Kim and Chung, 2011), Halal food (Alam and Sayuti, 2011), apparel (De Cannière et al., 2009) and sustainably produced food (Robinson and Smith, 2002). Furthermore, subjective norm is also a dominant contributor in predicting volunteering intentions. It has contributed to predict sports volunteering intention (Bang, 2012), volunteering intention in community services (Hyde and Knowles, 2013), campus-based programme (Okun and Sloane, 2002), working adults and older adults' volunteering intention (Greenslade and White, 2005; Ko et al., 2004). Therefore, this study proposes that perceived social pressure from people that are important and significant to students will influence their intention to volunteer in social entrepreneurial activities. Hence, the following hypothesis is proposed.

*H6: Students' perceived subjective norm has a significant effect on their volunteering intentions towards social entrepreneurial activities.*

## **Volunteering Intention**

Adapting on Mihajlovic et al. (2010) volunteering intention can be defined as intentions to act as a volunteer, i.e. the intentions of students freely to provide help, be it in the form of time, service or skills, to social entrepreneurial activities without compensation. Purchase intention is defined as students' desire and willingness to purchase products in the event of social entrepreneurial activities (Dodds et al., 1991). In literature, there are supports that although volunteering intention and purchase intention are under the factor of behavioural intention, there is a tendency that volunteering intention precedes purchase intention. Study on green volunteers revealed that many of them also purchased the green products (Abdul Wahib et al., 2011). Moreover, study by Dawson (1988), revealed that volunteers also donate money to volunteering organisation. In another study by Ooi et al., (2012), it is observed that volunteers of environmental activities group also purchase the green product. Therefore, in this study, it is hypothesized as the following:

*H7: Students' volunteering intention has a significant effect on their intentions to purchase products from social entrepreneurial activities.*

# **RESEARCH METHOD**

## **Sampling design and procedures**

The target population is Malaysian university undergraduates within the Klang Valley, Malaysia. Klang Valley is commonly used as a representative area of study that reflects the Malaysian population (e.g. Omar et al., 2018a; Omar et al. 2018b). The study chose undergraduates because they are young consumers contribute a substantial market for socially conscious products (So et al., 2017). Moreover, they are also actively involved in various activities within and outside their universities. Some of these activities are counted as part of their course credit hours, such as corporate social responsibility-related subjects and civic engagement activities. This study used convenience sampling and self-administered questionnaires distributed via the drop-and-collect technique. Questionnaires were drop off to the university appointed representatives/lecturers and were collected in an agreed timeframe. To reduce bias, the researcher travelled and hand-delivered the questionnaires to all. Most of the questionnaires were collected after two weeks. Of the 680 questionnaires that were distributed, 544 completed questionnaires were received, representing a response rate of 80%.

## **Measures**

All the measures were adapted from previous studies with minor changes in the wording to meet the target respondents. All items in self-facet were measured using the scale proposed by Joseph (2006), Greenslade and

White (2005) and Povey et al. (2000). For the social facet component, three social self-congruity items were adapted from Kim and Hyun (2013). Three ideal social self-congruity items were adapted from Hun and Hyun (2013) and the subjective norm measurement; six items were adapted from De Cannière et al. (2009). Intention to volunteer and intention to purchase were measured using the scale proposed by Hyde and Knowles (2013) and Cheng et al. (2011) respectively. All items were measured on a seven-point Likert scale ranging from 1 ‘strongly disagree’ to 7 ‘strongly agree.’ The research model was analysed using Partial Least Squares-Structural Equation Modelling (PLS-SEM) using SmartPLS 3.0 software. We decided to use PLS-SEM because it is useful for developing and extending existing theory in marketing research (Hair et al., 2017).

## RESULTS

Profile analysis of the 544 undergraduates (public universities 70.2%, private universities 29.8%) showed that 53.1% was females and 46.9% males. The majority were first-year students (41%); and 22.4%, 21.7%, and 14.5% for year 2, 3, and 4 respectively. The results also show that almost 61.8% of respondents are Malays; Chinese (29.2%), 6.6% Indians and 2.4% others. This breakdown reflects close to the ethnic composition in Malaysia (Statistics Malaysia, 2013).

### Measurement model

The evaluation of the PLS-SEM model follows Hair et al., (2017) closely. First, this study used SmartPLS to generate measurement model result; followed by the structural model examination. The evaluation of the reflective measurement model should include in sequence internal consistency, indicator reliability, convergent validity, and discriminant validity (Hair et al 2017). The results are shown in Table 1. First evaluation was indicator reliability and then followed by internal consistency reliability. Reflective indicators should be eliminated if they fall below 0.7 (Sarstedt et al., 2014) or smaller than 0.4 (Hulland, 1999). Examining the outer loadings showed that two indicators of actual self-congruity were 0.682 and 0.694, which are slightly below 0.7 but above 0.4. Examination of the internal consistency of constructs (cronbach’s alpha and composite reliability) showed that all were well above the acceptable value of 0.7 (Nunnally, 1978; Hair et al., 2017). The composite reliability (CR) values are in the range of 0.822 to 0.918 which is considered satisfactory (Hair et al., 2017) These CR values indicating constructs have adequate internal consistency and validity. Hence, no items were deleted. The evaluation of convergent validity was proceed based on average variance extracted (AVE) values (Hair et al., 2017). From Table 1, all constructs have AVE values from 0.504 to 0.776, hence meeting the convergent validity’s requirement above 0.5 ( Hair et al.,2017). To assess the discriminant validity, first this study checked the Heterotrait-Monotrait (HTMT) ratio of the correlation (Henseler et al., 2015). All the values achieve the criterion of  $HTMT_{.90}$  and the  $HTMT_{.85}$ . Moreover, the confidence interval does not show a value of 1 on any of the constructs. Second, proceeded with discriminant validity using Fornell-Larcker criterion. It requires the square root of AVE value of each construct should be greater than its highest correlations with any other construct (Hair et al., 2017). Table 2 shows all constructs having higher AVE square root value (in bold) than its correlations with other constructs in the model. Hence, the constructs’ discriminant validity is adequate with the cross-loadings and Fornell-Larcker criterion and advanced to assess the structural model.

### Social Intention Model

Table 1 Results of Measurement Model

Items	Loading	AVE	CR	Cronbach $\alpha$	Source
<b>Actual self congruity</b>					Joseph (2006)
ASC1	0.713	0.504	0.859	0.803	
ASC2	0.743				
ASC3	0.709				

ASC4	0.717				
ASC5	0.682				
ASC6	0.694				
<b>Ideal self congruity</b>					Kim and Hyun's (2013)
ISC1	0.710	0.684	0.865	0.767	
ISC2	0.865				
ISC3	0.893				
<b>Self-efficacy</b>					Greenslade and White (2005) Povey et al. (2000)
SE1	0.735	0.616	0.918	0.896	
SE2	0.800				
SE3	0.814				
SE4	0.811				
SE5	0.847				
SE6	0.745				
SE7	0.737				
<b>Social self congruity</b>					Kim and Hyun (2013)
SSC1	0.883	0.716	0.883	0.804	
SSC2	0.805				
SSC3	0.849				
<b>Ideal social self congruity</b>					Hun and Hyun (2013)
ISSC1	0.770	0.606	0.822	0.678	
ISSC2	0.762				
ISSC3	0.802				
<b>Subjective Norm</b>					De Cannière et al. (2009)
SN1	0.771	0.622	0.908	0.878	
SN2	0.781				
SN3	0.751				
SN4	0.811				
SN5	0.797				
SN6	0.818				
<b>Volunteering intention</b>					Hyde and Knowles (2013)
VI1	0.876	0.719	0.911	0.869	
VI2	0.840				
VI3	0.870				
VI4	0.804				
<b>Purchase intention</b>					Cheng et al. (2011)
PI1	0.878	0.776	0.912	0.856	
PI3	0.869				

Table 2 Fornell-Larcker Criterion

Construct	ActualSC	IdealSC	SE	SocialSC	Ideal SocialSC	SN	VI	PI
ActualSC	<b>0.71</b>							
IdealSC	.423**	<b>0.827</b>						
SE	.465**	.605**	<b>0.785</b>					
SocialSC	.442**	.604**	.602**	<b>0.846</b>				
IdealSocialSC	.601**	.326**	.339**	.373**	<b>0.778</b>			
SN	.450**	.540**	.624**	.592**	.362**	<b>0.789</b>		
VI	.550**	.390**	.569**	.415**	.542**	.550**	<b>0.848</b>	
PI	.332**	.363**	.419**	.419**	.243**	.434**	.411**	<b>0.881</b>

Note: ActualSC = Actual self-congruity, IdealSC= Ideal self-congruity, SE= Self-efficacy, SocialSC = Social self-congruity, SN= Subjective norm, IdealSocialSC = Ideal social self-congruity, Aware = Awareness, VI = volunteering intention and PI=Purchase intention. Diagonal is AVE square root value (in bold).

## Structural Model

The collinearity analysis showed that VIF values are below five and all tolerance values are above 0.2 hence there is no concern on collinearity among predictor in this study (Hair et al., 2017). The structural model was produced using the bootstrapping procedure in SmartPLS. It was run with bootstrapping on 5,000 subsamples for the 544 cases. First, this structural model was tested for the main effect, followed by interaction or moderating effect. Figure 1 shows the summary results of structural model analysis. Hair et al. (2017) recommended that accessing the structural model begins with assessing the significance and relevance of the structural relationships, followed by assessing the level of  $R^2$ , the effect size  $f^2$  and then assessing the predictive relevance of  $Q^2$  and the  $q^2$  effect sizes.

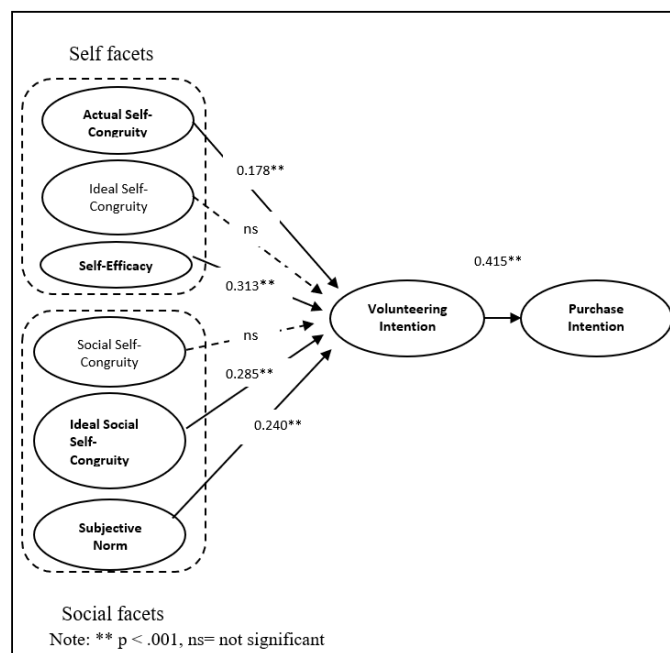


Figure 1 Results of Social Intention Model

The path co-efficient demonstrates the hypothesised relationship among the constructs and its significance depends on the standard errors (Hair et al, 2017). Bootstrapping process to produce empirical t-values. Table 3 shows the t-values and hypothesis testing for the model. Hypothesis H1, H3, H5, H6 and H7, with respective path coefficient values of 0.178, 0.313, 0.285, 0.240 and 0.415, are all supported. H2 and H4 are not supported. Next, in accordance with Hair et al. (2017), R2 values or coefficient of determination were examined.

Table 3 Results of Hypothesis Testing

Hypothesis	Construct	Std Beta	Std Error	p-value, df (543)	t-value	Decision
H1	Actual SC → VI	0.178	0.042	0.000**	4.223	Supported
H2	Ideal SC → VI	-0.054	0.042	0.197	1.291	Not supported
H3	SE → VI	0.313	0.043	0.000**	7.341	Supported
H4	Social SC → VI	-0.064	0.042	0.132	1.507	Not supported
H5	Ideal Social SC → VI	0.285	0.041	0.000**	6.935	Supported
H6	SN → VI	0.240	0.044	0.000**	5.396	Supported
H7	VI → PI	0.415	0.038	0.000**	10.816	Supported

Note: Actual SC = Actual self-congruity, Ideal SC= Ideal self-congruity, SE= Self-efficacy, Social SC = Social self-congruity, Ideal Social SC = Ideal social self-congruity, SN= Subjective norm, VI=Volunteering intention, PI=Purchase intention. \*\*p < .001.

In the study, endogenous variable VI (volunteering Intention) has 0.518 R<sup>2</sup> value which is considered as moderate (Hair et al., 2017). As for PI (Purchase Intention), another endogenous variable in the model, the R<sup>2</sup> value is 0.17, and is adequate and moderate (Cohen, 1988). The low R<sup>2</sup> value for PI could be due to the fact that PI was only tested for VI to PI relationship. As inherited bias, R<sup>2</sup> value increases with number of variables tested (Hair et al., 2017). The results indicated that social self-congruity and ideal self-congruity have no effect on volunteering intention. Actual self-congruity, ideal social self-congruity, self-efficacy and subjective norm have small effect on volunteering intention (0.037 to 0.1058).

In addition to evaluate predictive accuracy, predictive relevancy was also examined and this procedure only applies to reflective model (Hair et al., 2017). Q<sup>2</sup> value more than zero indicates the construct's predictive relevance; and if it is less than zero, it indicates less predictive relevance (Hair et al., 2017). The constructs' actual self-congruity, ideal social self-congruity, self-efficacy and subjective norm have values ranging from 0.02 to 0.06, indicating small effect of predictive relevance on endogenous variable, VI (volunteering intention). Thus, the model has a valid measurement model, supports hypothesis testing; and constructs show predictive accuracy, having effects and predictive relevance. The result has statistical significance.



## DISCUSSION

This study uses a social intention model (SIM) which encompasses the self facet (actual self-congruity and self-efficacy) and social facet (ideal social self-congruity and subjective norm), integrating and re-structuring components of the self-congruity theory and theory of planned behaviour. Key constructs were hypothesized to influence a student's intention to commit volunteering activities. This study indicated that students' actual self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities. This finding is consistent with Randle and Dolnicar's (2011) study on the relationship between actual self-congruity and volunteering, which clearly indicated that actual self-congruity leads to volunteering. Conventionally, in the profit sector, actual self-congruity has been found to relate positively to behavioural intentions (Cho and Kim, 2012; Kressmann et al., 2006; Sirgy, 1980). This study confirms that actual self-congruity is also an explanatory factor for social intentions.

However, the results of this study showed that the relationship between students' ideal self-congruity and their volunteering intention is insignificant. While previous literature provides evidence that self-congruity is a strong predictor of consumer behaviours, the degree to which this is true may vary between different product categories due to the different types of self-congruity involved in the evolution process (Ekinci and Riley, 2003) and the related motives (Sirgy et al., 2000). In an earlier study, ideal self-congruity was found to influence behavioural intentions towards different products in the same category. In Sirgy's 1980 study, ideal self-congruity was found to influence consumers' preference towards one magazine and one car brand, but not with another magazine and car brand – the reason being that these respective magazines and car brands had different images. In a similar vein, Ericksen (1996) found that ideal self-congruity had a significant effect on the behavioural intentions of Belgian students, but not for British, Dutch or French students. Thus in the current study, the fact that ideal self-congruity has no significant effect on volunteering intention could reflect differences in perceived desired images or specific perceptions in the sample itself.

The outcome of the study confirms that self-efficacy is a significant and strong predictor of volunteering intentions in the context of social entrepreneurial activities. This finding is consistent with previous findings by Greenslade and White (2005) and Povey et al. (2000), who found self-efficacy to be the predictor of volunteering intention.

This study did not support the hypothesis that students' social self-congruity has a significant effect on their volunteering intentions towards social entrepreneurial activities. This result contradicts with previous studies on behavioural intentions. For example, both Ibrahim and Najjar (2007) and He and Mukherjee's (2007) studies found that social self-congruity has most impact on shopper purchase intentions in retailing. Consumers who are sensitive towards price and use it as an indicator of product quality or personal image tend to react according to social self-congruity concerns (Ibrahim and Najjar, 2007) – meaning they believed how they are seen by others. The context of this study is however rather different, concerning social (volunteer) activities. This social context might mean that students think more in terms of ideal social self-congruity than social self-congruity. To put it another way, if a student has not previously been involved in social entrepreneurial activities, they may not have in their minds an image to be seen by others and may not consider others see them in that image, or their public image may not be associated with social entrepreneurial activities, hence the connection between social self-congruity and the intention to volunteer is weak.

Based on the findings, an important aspect is students' ideal social self-congruity has a positive and significant effect on their volunteering intentions towards social entrepreneurial activities. Ideal social self-congruity was found to have a predictive relevance to intentions to volunteer, and with the largest variance of all the predictors. This result is supported by previous studies into behavioural intentions, such as Sirgy (1980) and Ibrahim and Najjar (2007), both of whom found a positive relationship between ideal social self-congruity and purchase intentions. The ideal social self-image influences students' behavioural intentions via the social approval motive (Sirgy et al., 2000). Students act in a way that they hope to gain approval and; evoke positive responses; and think highly of them from people who are significant to them. This finding is a valuable contribution to literature in social and voluntary studies since, in previous research into self-congruity, ideal social self-congruity has not been well examined. It should perhaps receive more attention in the future given its clear impact on volunteering intentions.

Further, the findings revealed that subjective norm is indeed a significant predictor of volunteering intention in the context of social entrepreneurial activities. This finding is consistent with previous studies by

Greenslade and White (2005), Hyde and Knowles (2013), and Ko et al. (2004). In this study, students perceived that they would gain approval from their social surroundings by volunteering for social entrepreneurial activities. Importantly, the findings also revealed that volunteering intention is a strong predictor of students purchase intentions in the context of social entrepreneurial activities. The findings of this study are consistent with those of Abdul Wahib et al. (2011) and Ooi et al. (2012), who found that volunteers for environmental activities also tend to purchase green products, and that volunteers are also likely to donate money to support the activities they volunteer for (Dawson 1988). This study showed that students who intend to volunteer for a given social entrepreneurial activity are also very likely to intend to purchase products from that activity in the course of their volunteering.

## IMPLICATIONS

The findings have added to and enriched the literature behavioural intentions. They confirm that the social intention model (SIM) can be used as another alternative to explain behavioural intentions, and in particular social behavioural intentions. This study created a new parsimonious social intention model (SIM) with two predictors, the self- and social facets. Both the self- and social facets were shown to influence students' social intentions; although in our sample, the social facet (i.e. ideal social self-congruity) gave rise to a slightly higher variance than the self facet (i.e. Self- efficacy). Within the social facet, ideal social self-congruity emerged as the strongest predictor of social intentions: students were influenced by the fact that they perceived others as not seeing them as fitting into an image of social entrepreneurial activities (social self-congruity), but wanted to be seen in this way. They also felt that volunteering for these activities would gain them support and recognition from their social surroundings (i.e. the subjective norm). In other words, their volunteering intentions were driven by the desire to be seen in a positive light and highly by significant others, as well as by the perception that significant others would support their intentions to volunteer for social entrepreneurial activities.

The self facet was also found to contribute to social intentions, albeit with slightly lower variance than the social facet (i.e. Self-efficacy). Self-efficacy emerged as the strongest predictor within the self facet with variance slight lower than ideal social self-congruity (Social facet). The ease with which students perceived they could perform volunteering work contributed to their social intentions. From the affective perspective, students' actual self-image congruity in relation to social entrepreneurial activities was also a factor leading them to volunteer.

In the literature, scholars such as Certo and Miller (2005) and Weerawardena and Mort (2006) have called for theories used in the profit and social sectors to be applied to social entrepreneurial activities. Our social intention model (SIM), incorporating the self- and social facets, grounding on the theory of planned behaviour and self-congruity theory, could be used as one of the theoretical frameworks to explain the social entrepreneurial phenomenon, in particularly social behavioural intentions.

In addition, this study enriches the literature on social entrepreneurship and marketing. The self-congruity perspective can now be applied to social volunteering intentions, along with the theory of planned behaviours. Volunteers are not only rational, but are also influenced by self-congruity factors when carry out volunteering. At the same time, they are also potential customers of social entrepreneurial activities. Those who intend to volunteer are also generally more likely to purchase products offered during social entrepreneurial activities. In other words, from a marketing perspective, volunteers are also potential consumers.

The finding also enriches the voluntarily literature. Besides the dominant theory of planned behavior and volunteer function inventory, and now self-congruity can now also help to explain volunteering intention. Besides, it provides an alternative model for explaining volunteering intentions, especially for student volunteers.

The present study's findings have practical implications for both social organizations and university management. Social organizations, university associations, and others who organize social entrepreneurial activities should, when recruiting, first of all consider the self facet of their potential volunteers such as: (i) volunteer actual self-congruity with the activity, namely whether the image of the social entrepreneurial activity matches their target volunteers' self-concepts; and (ii) whether they can organize periodic, shorter and

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episodic volunteering opportunities that will make it easier for volunteers to take part in terms of time and effort. In addition, (iii) they should also consider the social facet of their volunteers, in particular the social

surroundings and the subjective norm. Furthermore, people willing to volunteer for social entrepreneurial activities are also good potential customers for the organizations running these. Targeting this segment could result in increased sales of the products offered. Indeed, the social organizations or university management can use these volunteers as testing of products to be sold in the social entrepreneurial activities. If the volunteers are not willing to purchase the product, it is likely will not be successful with the students or consumers at large. Meanwhile, when organizing social entrepreneurial activities, volunteers' ideas and suggestions of products to be sold can be considered. In this way, the sales of a product can be assured.

## LIMITATIONS AND FUTURE RESEARCH

Results from this study should be used after considering the potential limitations inherent in studying a sample of undergraduates' students. Those researchers who are interested in this area are encouraged to validate this study's findings in other, different settings and context. For example, future studies could consider examining whether group differences based on gender, ethnicity, or income level would have a different effect on volunteering activities. It would be interesting for future works to conduct empirical studies from undergraduates' samples that have done volunteering before. This will allow the researchers to examine how past experience influences students' intentions to volunteer further.

Further, the parsimonious Social Intention Model in this study, constructed on the basis of the self-congruity theory and the theory of planned behaviour, confirms the validity of both theories in influencing intentions. Although two aspects of self-congruity were found to be not significant in the hypothesis testing, the other five hypotheses (i.e. two elements of the self- and social facets respectively) proved to be significant. This Social Intention Model might be extended and adapted in future studies to look at the motivation of social entrepreneurs, with a view to ascertaining whether and to what extent the self- and social facets also influence individuals' intentions to be social entrepreneurs. Researchers might also consider extending this model to include actual volunteering behaviour and actual purchasing behaviours. Future studies could accordingly consider including involvement or past experience when testing for moderating effects.

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