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**Topic of Research: The influence of personality traits and skills on social entrepreneurial intention: An empirical study**

### **Findings**

Social entrepreneurship has emerged as an important approach for addressing complex social problems, especially in developing countries like India. However, the factors that shape an individual's intention to engage in social entrepreneurial activities are still not fully understood. This study examines how personality traits and skills influence Social Entrepreneurial Intention (SEI) among postgraduate students. It also investigates the mediating roles of Social Entrepreneurial Self-Efficacy (SESE) and Social Entrepreneurial Outcome Expectations (SEOE), along with the moderating effects of gender and entrepreneurship education. By combining psychological attributes with skill-based competencies, the study provides a comprehensive understanding of intention formation within the Indian socio-cultural context.

A quantitative research design was used, and data were collected from 598 postgraduate students studying business and entrepreneurship. A structured questionnaire was administered, and statistical analyses such as Exploratory Factor Analysis, Confirmatory Factor Analysis, and Structural Equation Modeling were conducted using SPSS and AMOS to validate the measurement model and test the proposed relationships.

The results show that among the Big Five personality traits, extraversion and agreeableness have a significant positive relationship with SEI. These traits reflect qualities such as sociability, empathy, and cooperation, which encourage individuals to participate in social problem-solving. In contrast, conscientiousness and openness to experience show a negative relationship with SEI, while emotional stability does not demonstrate any significant effect. With respect to skills, managerial, leadership, interpersonal, digital, and social innovation skills are all found to influence SEI. Among these, social innovation skills and leadership skills emerge as the strongest predictors.

The analysis further confirms that SESE and SEOE play important mediating roles. Students who feel confident in their abilities and expect positive outcomes from social ventures are more likely to develop strong social entrepreneurial intentions. Moderation results indicate that gender influences only a few relationships and that entrepreneurship education strengthens the impact of social innovation skills on SEI.

The discussion highlights that SEI does not arise from personality traits alone but develops through the combined and reinforcing effect of traits and skills. While traits shape socio-emotional tendencies such as empathy, cooperation, and proactive engagement, skills provide the practical capability required to recognize opportunities, design solutions, mobilize resources, and leverage technology. Together, these factors form a more robust foundation for SEI than either component individually. The study further establishes SESE and SEOE as

critical mediators, demonstrating that even strong traits and skills translate into intention only when individuals believe in their ability to perform social entrepreneurial tasks and expect meaningful social outcomes. Their mediating role confirms the central importance of psychological readiness in intention formation.

The study recommends integrating experiential learning, community immersion, design-thinking approaches, and mentorship into entrepreneurship curricula to cultivate creativity, leadership, empathy, and social innovation capability. Policymakers should strengthen institutional support for social enterprises through incubators, funding mechanisms, partnerships, and gender-sensitive initiatives. Universities and government bodies should work together to create platforms that allow youth to experiment with socially innovative ideas in low-risk environments.