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Contributions of emotional intelligence to social entrepreneurial intention: Evidence from an emerging nation

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ABSTRACT

In emerging economies, social entrepreneurship is becoming more widely recognized as a means of optimizing societal value. Examining the impact of emotional intelligence on students' intentions to pursue social entrepreneurship is the primary goal of this research project. The university students in Bangladesh were the study's target population. An online survey with self-administered questions was created to gather data from 334 Bangladeshi students. This study is exploratory and quantitative in nature. For this study purpose non-probability random sampling and convenience methods were applied to collect the data. Reliability was considered to be measured with a Cronbach's alpha (α) value of 0.70 or above. The study found the reliability of the constructs like self-awareness ($\alpha = 0.868$), self-management ($\alpha = 0.895$), social awareness ($\alpha = 0.867$), relationship management ($\alpha = 0.948$), and social entrepreneurial intention (0.864). The model was evaluated and the hypotheses were confirmed using SPSS v26.0 at the 5% significance level. Furthermore, this study's findings show 0.678 percent, or 67.8%, of the variance in Social Entrepreneurial Intention, which is valuable for the body of knowledge in this field of study. These findings could help academics, community organizations, non-governmental organizations, government, and civil society develop successful policies and initiatives to support students' plans to grow their social entrepreneurship in Bangladesh.

KEYWORDS

social entrepreneurial intention, emotional intelligence, self-awareness, social awareness

JEL CODE

L26, L33

1. INTRODUCTION

Creating value for society through idea generation, opportunity recognition, and exploitation is the process of entrepreneurship [1, 2]. In an economy, growing entrepreneurial thinking leads to nurturing the quality and quantity of entrepreneurs, which results in the emergence of entrepreneurship. Recognizing potential entrepreneurial opportunities is all about planned-oriented behavior, and this behavior can be predicted by entrepreneurial intention [3].

Entrepreneurship is a set of actions or behavior and entrepreneurial behavior function as personality traits [4] which means the ability to recognize one's own feelings as well as those of others and act in a way that will benefit both parties. Emotional intelligence results in healthier social, psychological, and physical conditions [5], and anticipates job gratification, job performance, and a crucial factor for career achievement. Social entrepreneurship is a way of applying sustainable and innovative solutions to address social issues like poverty, discrimination, social exclusion, inequality, and environmental problems.

Social entrepreneurs identify incomplete needs, generate value, and target challenging social problems [6–8]. In recent years, there has been an increase in the birth of social companies that strive to improve the lives and communities of underserved communities [3]. On the other hand, social enterprises ensure financial returns similar to commercial ventures [9]. Social entrepreneurs tackle social issues like poverty, social formation, inadequate public assistance, environmental degradation, education, discrimination, and inequality to create significant social change in both developed and developing nations [10]. The contribution of social entrepreneurs to society is enormous, but research in this field still requires greater attention. Furthermore, research in the area of social entrepreneurship is relatively young compared to the field of commercial entrepreneurship [3]. The present investigation advances comprehension of the personal characteristics that motivate students to embark on a career in social entrepreneurship. Along with entrepreneurial education, individual characteristics, social and environmental contexts affect attitudes toward entrepreneurship [11]. In the field of social entrepreneurship, very little research has been done to comprehend the goal of social entrepreneurs. This study investigates four dimensions of emotional intelligence as individual characteristics to understand intent toward social entrepreneurship. Numerous studies have been done to investigate the impact of emotional intelligence on entrepreneurial ambitions from the standpoint of entrepreneurial ventures. Even though emotional intelligence has four essential components, almost no studies have examined each component's effect on social entrepreneurial intention. Nevertheless, research studies that assess the role that emotional intelligence plays in social entrepreneurship are still rare. However, several previous studies (for example, [3, 12]) have examined, using emotional intelligence as a single variable, the impact of emotional intelligence on social entrepreneurial ambitions. Goleman (1990) [13] has made the idea of emotional intelligence widely known by defining four components: relationship management, social awareness, self-awareness, and self-management. On the other hand, Gill et al. (2015) [14] examined emotional intelligence from a four-dimensional viewpoint, which helps us understand whether the components are related to social entrepreneurial intention or not. By adding the four emotional intelligence components to social entrepreneurship, this study fills a research gap and advances the field of entrepreneurship literature.

2. LITERATURE REVIEW

2.1. Social entrepreneurial intension

Social businesses provide a novel method of achieving the needed transformation by redefining the purpose of the firm and reconsidering the logic of value creation [15]. Social entrepreneurship begins with understanding a social opportunity, which is then transformed into a business model. The required resources are gathered to execute the plan, and the firm is established and nurtured until it achieves its intended goals [16]. Not much scholarly research has been conducted to assess or direct practical applications, despite the sector's increased attention due to funding availability, a more solid government support structure, and the development of microfinance models [17]. Consequently, it is possible to define social entrepreneurial intention as the desire to utilize social opportunities, transform them into a business model, secure the necessary resources to carry out the business, establish and expand the business, and ultimately achieve the desired goals of the enterprise [18]. Explaining different forms may include a range of activities, such as starting a business, growing an organization, or forming a collaboration with another company [19]. Researchers have shown that social entrepreneurs may generate value by creatively using resources [20]. Social businesses pursue their main objectives by actively seeking and taking advantage of opportunities that generate social value by promoting social change or addressing social needs [21].

2.2. Emotional intelligence

The ability of a person to recognize, understand, control, and effectively utilize their emotions is known as emotional intelligence. Emotional intelligence is the capacity to recognize, control, and constructively influence one's own feelings as well as those of others in a range of contexts [22]. On the other hand, understanding and responding to others' feelings is beneficial for developing effective communication, increasing empathy, and building trust [23]. Moreover, emotions are physiologically based states that undergo neurophysiological alterations to become ideas, feelings, and behavioral reactions [24]. In addition, emotional intelligence refers to psychological processes that include identifying, managing, understanding, and administering their own and others' emotional condition to resolve problems and control behavior [25]. Henceforth, the capacity or talents one perceives to have to identify, evaluate, and manage the emotions of others, as well as oneself, is known as emotional intelligence [26]. This current study incorporates these four dimensions of emotional intelligence in relation to social entrepreneurial intentions.

2.3. Self-awareness (SLA) and social entrepreneurial intention (SEI)

As stated by Carden et al. (2021) [27], self-awareness is the capacity to focus our attention on oneself and perceive



oneself clearly. Also, numerous definitions of self-awareness have been proposed in the literature, according to recent evaluations [28–30]. The ability to understand and identify one's own emotions as well as the effects those emotions have on one's life and career is known as self-awareness (SA), which is defined as paying careful attention to one's nature, feelings, intentions, and wishes [31]. When an individual is self-aware, the person can be conscious of keeping the emotions and feelings inside. People who score higher in self-awareness and those who are in touch with their emotions are better at guiding their actions and lives [14]. If one cannot understand one's own emotions, managing and understanding one's or other's emotions becomes difficult. It is vital to understand the role that social entrepreneurs play in the development of the community. Being self-aware, social entrepreneurs can recognize their strengths and weaknesses and deal with their actions confidently that impact on social entrepreneurship intention [32]. For this, we believe a higher understanding of one's emotion and its impact on one's life is a determinant factor for becoming a social entrepreneur. Based on the above discussion and literature support, this study proposes the following hypothesis:

H1: Self-awareness (SA) has a positive impact on intents towards social entrepreneurship (SEI).

2.4. Self-management (SM) and social entrepreneurial intention (SEI)

Self-management (SM) is the ability of a person to comprehend the emotions and guide one's feelings effectively to manage a situation [14]. It is concerned with managing emotions in a healthy way to control one's own behaviors and adjust to changing conditions. People with a higher self-management score can execute their actions, thoughts, and mood flexibly to generate desirable outcomes [33]. Self-management is a way to be focused on the action and behavior even under the situation that causes distraction. Entrepreneurs who are good in the self-management dimension can grow as successful and advantageous entrepreneurs [34]. However, time management, goal-setting, self-discipline, and emotional regulation are just a few of the abilities that go under the umbrella of self-management, which is the capacity of an individual to control their thoughts, feelings, and behaviors in order to accomplish personal and professional objectives [35]. Due to the dual nature of serving society and making a profit, social entrepreneurs have to face turbulent situations where they need to be focused and determined to control their emotions and mood. Entrepreneurs with high self-management attributes can observe and manage their emotions to tackle stress, limiting burnout while managing a new venture that directly impact on intention on social entrepreneurship [36]. Therefore, this research proposes the following hypothesis:

H2: Self-management (SM) has a positive influence on intent towards social entrepreneurship (SEI).

2.5. Social awareness (SOA) and social entrepreneurial intention (SEI)

Social awareness (SAa) is a trait of an individual that is concerned with understanding and empathizing with others [14]. Socially aware people can read a situation, feel the mood of others, sense and understand others' perspectives, interact with diverse people, and put themselves in the shoes of others. Social awareness is defined as the capacity to understand others' emotions, feelings, behaviors, and situations and respond accordingly [37]. Socially aware people also can sympathetically understand the viewpoint of others and act accordingly to maintain relations. However, the ability to identify and relate to people from different backgrounds and cultures is a component of social awareness [38]. Furthermore, exhibiting care and compassion, recognizing differences, comprehending viewpoints, and feeling other people's emotions that influence the goal of social entrepreneurship are just a few of the abilities that make up social awareness [39]. Thus, the researchers of this study propose the following hypothesis:

H3: Social awareness (SAa) has a positive effect on intent towards social entrepreneurship (SEI).

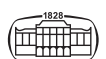
2.6. Relationship management (RM) and social entrepreneurial intention (SEI)

Relationship management (RM) refers to associating with others to create and sustain mutual relationships [14]. It is concerned with understanding own emotion and emotion of others and the context for building and maintaining positive relationships. People who score high in relationship management tend to achieve higher-level goals, manage conflict effectively, motivate others through persuasion, and empower collaboration and teamwork [14]. Relationship management aims to create a partnership between a company and its patrons, instead of viewing the relationship as basically transactional [40]. Hence, relationship management plays a crucial role in securing funding for the business. Social entrepreneurs also need to maintain social contacts with the community to understand their needs which will help them to better address social problems. Besides, the development of networks, the mobilization of resources, credibility, trust, and cooperation are all influenced by relationship management, which is a key factor in determining social entrepreneurial intention [41]. Henceforth, social entrepreneurs can improve their capacity to launch and maintain businesses that aim to have a positive social effect by cultivating strong relationships with stakeholders [42]. Based on the above discussion this study develops the following hypothesis:

H4: Relationship management (RM) has a positive role on intent towards social entrepreneurship (SEI).

2.7. Conceptual framework

This research aims to investigate the impact of emotional intelligence components such as self-awareness, self-management, social awareness, and relationship management on



students' intention to engage in social entrepreneurship. Thus, the researchers of this study provided the conceptual framework shown in (Fig. 1) below, based on the goal and to address the research question:

3. METHODOLOGY

3.1. Population and sample

The primary purpose of this paper is to explore the impact of emotional intelligence on social entrepreneurship intention. Students were considered potential social entrepreneurs as they are very close to choosing their careers [43]. Students have been characterized as the enthusiastic population to exhibit an immense interest in following social entrepreneurial activities [43]. Thus, they are suitable respondents for the present study. Additionally, students were also ideal for investigating social entrepreneurial intentions because students have an instant professional desire [10]. The samples were taken from graduate students at a public university in Bangladesh. The study authors recruited a few master's students as survey administrators, briefed them about the survey questionnaire, and attended an intensive training session to understand better.

3.2. Scale development

The survey questionnaire was self-administrative in nature, which included understandable descriptions of social entrepreneurship and emotional intelligence so that students could easily capture the true essence of the survey form. Then those survey administrators conducted the surveys among the students in the classroom settings, and complete survey questionnaires were collected accordingly. The questionnaire used to examine student's SEI was based on a seven-point Likert scale [44]; as a longer form of Likert

scaling, the point is perceived to have more precision in comprehending the exact degree of an individual's belief [45, 46]. In the Likert scale, "1" is described as "Totally Disagree," and "7" is defined as "Totally Agree."

The current research adopted study variables from previous literature-based research. Four items were used to measure the variable "social entrepreneurship intention," which was taken from Yang et al. (2015) [47]. The five items measuring self-awareness, five items measuring self-management, four items measuring social awareness, and five items measuring relationship management were taken from Gill et al. (2015) [14]. The survey questionnaire had four sections: 1st section was related to basic demographic information of the students; 2nd section asked item-wise questions on four dimensions of emotional intelligence; 3rd section included a questionnaire on SEI. The participation for students in this research was totally voluntary, as they were given the option to opt out at a point in time.

3.3. Sampling, response, and data analysis tools

The present research used purposive sampling method to select the respondents. The researchers of this study distributed 500 questionnaires, from where 409 students returned the filled response, out of which 334 were finally found usable for the analysis, in which the response rate is 66.8 percent. The response rate is acceptable, because previously Islam et al. (2024) [48] achieved 60.6% Amin et al. (2024) [49] 52.25%, Mahmud et al. (2023) [50] 47.2%, Amin & Oláh (2024) [51] 41.8%, Qing et al. (2023) [52] 41.8%, Rahman et al. (2024) [53] 41.5%, Karim et al. (2023) [54] achieved 35.7% response rate in context of Bangladesh. However, among these responses, there were 152 female and 182 male respondents. After completing the data collection process, the study model and research hypotheses were analyzed by applying the regression technique by the SPSS 26.0 version.

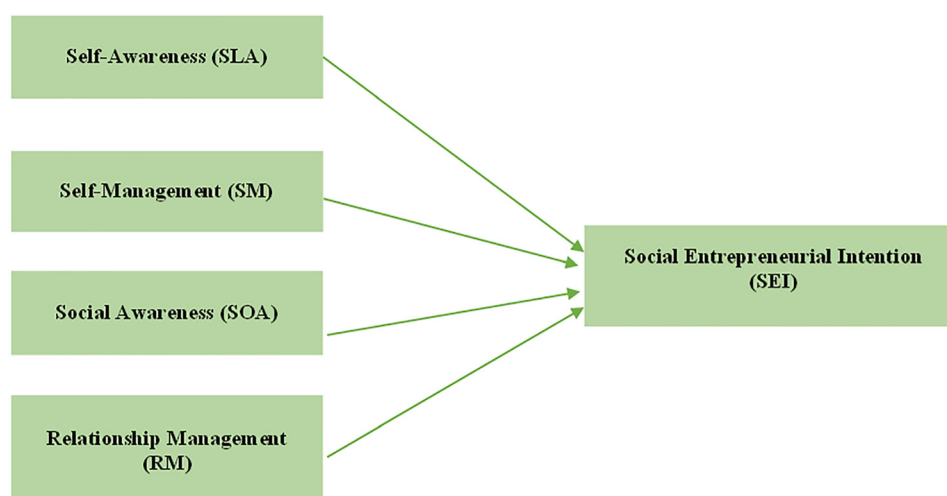


Fig. 1. Conceptual framework of the study
Source: Author's own creation

4. RESULTS

The sample size of this study is 334 university students who participated as sample respondents. More than half of the students were male ($n = 182$, 54%) and rest of the respondents were female ($n = 152$, 46%) (see Table 1). According to the age category (Table 1), the majority of the students were young. The age of 110 students (33%) was in the category of 18–21 years, 189 students (57%) fell into “22–26 years” category, 25 students (7%) fell into “27–30 years” category, only 6 students (2%) fell into “31–40 years” category, and 4 students’ (1%) age were above 40 years. It is also observed from Table 1 that more than half of the students were from Business Studies discipline ($n = 195$, 58%), 87 students (26%) were from Art and Social Science discipline, and 52 students (16%) were from Science and Engineering discipline. In context of level of education, 125 students (37%) were studying in their 1st year of the graduation program, 160 students (48%) were studying in their 2nd year of the graduation program, 32 students (10%) were studying in their 3rd year of the graduation program, 12 students (4%) were studying in their final year of the graduation program, and 5 students (1%) were studying in their master degree program (see Table 1).

Table 2 shows that the constructs of self-awareness ($\alpha = 0.868$), self-management ($\alpha = 0.895$), social awareness ($\alpha = 0.867$), relationship management ($\alpha = 0.948$), and social entrepreneurial intention (0.864) were found to have tolerable reliability. A self-administered survey form was used to collect data from the respondents, and all of the survey items were taken from [14, 47].

The Durbin-Watson value, 2.235, falls inside the acceptable threshold range of 1.5–2.5 points. The study’s Table 3 provides the regression coefficient values, R^2 value, and Durbin-Watson (Durbin & Watson, 1950) value. In terms of the Variance Inflation Factor (VIF), tolerance

Table 1. Descriptive information of the respondents

Description ($n = 334$)	Frequency	Percent
Gender		
Male	182	54.5
Female	152	45.5
Age		
18–21 years	110	32.9
22–26 years	189	56.6
27–30 years	25	7.5
31–40 years	6	1.8
More than 40 years	4	1.2
Discipline		
Business	195	58.4
Art and Social Science	87	26.0
Science and Engineering	52	15.6
Level of Education		
1st year of Graduation	125	37.4
2nd year of Graduation	160	47.9
3rd year of Graduation	32	9.6
4th and final year of Graduation	12	3.6
Master/MBA	5	1.5

Table 2. Reliability and validity analysis

Construct	Items	Loading	Cronbach (α) value
Self-Awareness (SLA)	SA1	0.856	0.868
	SA2	0.825	
	SA3	0.831	
	SA4	0.833	
	SA5	0.857	
Self-Management (SM)	SM1	0.886	0.895
	SM2	0.873	
	SM3	0.864	
	SM4	0.875	
	SM5	0.863	
Social Awareness (SOA)	SAa1	0.889	0.867
	SAa2	0.897	
	SAa3	0.898	
	SAa4	0.886	
Relationship Management (RM)	RM1	0.935	0.948
	RM2	0.927	
	RM3	0.943	
	RM4	0.927	
	RM5	0.948	
Social Entrepreneurial Intention (SEI)	SEI1	0.854	0.864
	SEI2	0.894	
	SEI3	0.851	
	SEI4	0.843	

levels also fell between 0.10 and 1.0, even though the VIF values varied from 1.00 to 5.00. Consequently, this study’s findings support the notion that the research model is multicollinearity-free. Regression analysis (see Fig. 2) indicates that the study’s variance is $R^2 = 0.678$, or 67.8%. It is made up of four independent variables like Self-Awareness (SA), Self-Management (SM), Social Awareness (SAa), and Relationship Management (RM) that are recognized at a 5% significance level. Additionally, this level illustrates how relational management, self-awareness, social awareness, and self-management all positively and significantly affect social entrepreneurial intention (SEI).

5. DISCUSSION

The intention to engage in social entrepreneurship was examined in this study in connection to social awareness, relationship management, self-awareness, and self-management. Emotional intelligence and social entrepreneurial aim have been the subject of very few studies. The impact of four emotional intelligence components on behavioral readiness to start social entrepreneurship is, as far as we know, not well covered in the research. With the inclusion of the four facets of emotional intelligence, our study adds to the body of research on social entrepreneurial intention. Regression analysis was used to evaluate the hypotheses.

Our results confirm the first hypothesis, which is accepted at a 5% significance level ($\beta = 0.257$, $P < 0.05$). The hypothesis was founded on the idea that self-awareness has a considerable beneficial impact on social entrepreneurial

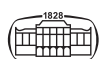


Table 3. Regression coefficient analysis

Variables	β value	t- value	Sig.	Tolerance	VIF
Self-Awareness (SLA)	0.257	3.423	0.000***	0.446	3.478
Self-Management (SM)	0.339	2.674	0.001***	0.778	2.704
Social Awareness (SOA)	0.262	4.781	0.000***	0.593	2.892
Relationship Management (RM)	0.345	3.678	0.000***	0.696	2.679

$R^2 = 0.678$. Durbin Watson value = 2.235. Dependent variable: Social Entrepreneurial Intention (SEI), ** $P < 0.05$; *** $P < 0.01$ ($n = 334$).

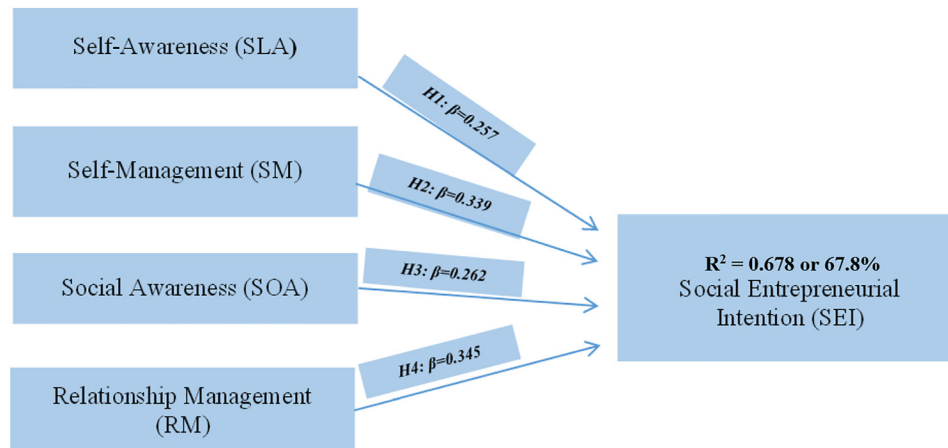


Fig. 2. Regression results
Source: Author's own creation

intent. It means that students who are self-aware about their own emotions and understand the impact of their feelings on others will have a more positive intent to be social entrepreneurs in the future. The past study also stated that people, who score higher in self-awareness and those who are in touch with their emotions, are better at guiding their actions and lives [14]. As stated in the second proposition, the 5% level ($\beta = 0.339$; $P < 0.05$) supports the idea that self-management positively influences social entrepreneurial intention. The results we obtained support the theory. Research indicates that students who are able to effectively regulate their emotions under trying circumstances have a higher chance of starting their own social businesses. The result of this study is in line with past studies results. People with a higher self-management score can execute their actions, thoughts, and mood flexibly to generate desirable outcomes [33].

The third study hypothesis, however, put forth the idea that social awareness positively influences the propensity to engage in social entrepreneurship. The study's survey results support the hypothesis, which is accepted at the 5% level ($\beta = 0.262$; $P < 0.05$). It indicates that socially aware, empathetic, and conscious about other emotions and needs students are more inclined to be social entrepreneurs in the future. This outcome gives a reasonable implication for policymakers and academicians. Students are required to provide more opportunities to be connected with society and to understand social needs. Students can be encouraged to do volunteer activities within the academic program to become more aware of others and society [38].

Lastly, the fourth postulation of this study is about relationship management. It was hypothesized that relationship

management plays an influential role in social entrepreneurial intention which is acknowledged by the 5% level ($\beta = 0.345$; $P < 0.05$). The result analysis validates that relationship management is a significant influencer of social entrepreneurial intention. To encourage and promote social entrepreneurship among students, teamwork and collaboration should be encouraged to understand others' behavior and emotions and learn how to build and maintain positive relationships. The past study also assumed that people who score high in relationship management tend to achieve higher-level goals, manage conflict effectively, motivate others through persuasion, and empower collaboration and teamwork [42].

6. IMPLICATIONS

The research presents a good appreciation of what motivates social entrepreneurial intention among students as future venture proprietors. This research's consequences have many practical uses for policymakers and researchers at educational establishments and students as potential social entrepreneurs. Students are needed to be equipped with all attributes that will help them understand the feelings of their own and others to manage situations and mutual relationships. Hence, academic establishments might also consider designing courses and packages that foster social entrepreneurship as a career choice. This ought to be performed by arranging entrepreneurial seminars, ensuring mentoring guidance, welcoming neighborhood social entrepreneurs, and supplying base programs in social entrepreneurship to teach social entrepreneurship importance in social and economic development. Teamwork and group task are to be

encouraged in the classroom setting to learn about others and their own emotions. To help students use their emotional intelligence when making a career decision in social entrepreneurship, instructional pedagogies can be designed to promote their self-awareness, self-management, and relationship management skills [55].

The study confirms four hypotheses, highlighting the significant impact of emotional intelligence on students' intentions towards social entrepreneurship, emphasizing its importance in fostering future social entrepreneurs.

Hypothesis 1: Self-Awareness (SA) and Social Entrepreneurial Intention (SEI)

Self-awareness has a beneficial impact on social entrepreneurial ambition, according to the first hypothesis (H1). With a statistically significant result ($\beta = 0.257$, $P < 0.05$), the regression analysis supports this hypothesis. According to this, pupils who are conscious of their own feelings and recognize how those feelings affect those around them are more likely to have high aspirations to start their own social enterprises.

Hypothesis 2: Self-Management (SM) and Social Entrepreneurial Intention (SEI)

The second hypothesis (H2) posited that self-management has a positive effect on social entrepreneurial intention. The data supports this hypothesis as well, with significant results ($\beta = 0.339$, $P < 0.05$). This means that individuals who can manage their emotions and actions effectively in challenging situations are more inclined to pursue social entrepreneurial endeavors.

Hypothesis 3: Social Awareness (SOA) and Social Entrepreneurial Intention (SEI)

The third hypothesis (H3) suggested that social awareness positively affects social entrepreneurial intention. The findings confirm this hypothesis ($\beta = 0.262$, $P < 0.05$), indicating that students who are socially aware able to empathize with and understand others are more likely to be motivated to engage in social entrepreneurship.

Hypothesis 4: Relationship Management (RM) and Social Entrepreneurial Intention (SEI)

The last hypothesis (H4) said that the intention to engage in social entrepreneurship is greatly influenced by relationship management. Additionally, this hypothesis is validated, yielding noteworthy outcomes ($\beta = 0.345$, $P < 0.05$). This demonstrates how much the possibility of pursuing social entrepreneurship is increased by the capacity to establish and keep favorable relationships.

Providing students to work part-time in newly established start-ups may help them learn ways to confidently deal with complex and dynamic situations. Idea generation exercises, case study-based learning, social entrepreneur's talk, commercial enterprise video games may be used to expand students' intent towards social entrepreneurial intention. Such educational initiatives ought to boost the

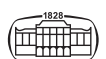
growth of more future social entrepreneurs and fascinate those who might also not be willing to pursue a social entrepreneurial career.

7. CONCLUSION AND FUTURE SCOPES

In recent years, students worldwide are motivated to make a difference, and thus they seek ways to help transform society for the better. Students who have higher intentions to be social entrepreneurs are morally empathetic and socially responsive. They are inclined to be engaged in social enterprises to make an impact on the community. Moreover, this study's findings on self-awareness, self-management, social awareness, and relationship management account for 0.678 percent, or 67.8%, of the variance in Social Entrepreneurial Intention (SEI), which is helpful for the body of knowledge in this field of study. Humans have social entrepreneurial intention, which is the psychological behavior that drives them to acquire information, generate concepts, and create business strategies in order to become social entrepreneurs. As a long-term solution that balances social welfare with economic gain, this is becoming more popular. The effect that emotional intelligence has on Bangladeshi recent graduates' intentions to pursue social entrepreneurship was investigated in this study. So, self-awareness, self-management, social awareness, and relationship management are the four components of emotional intelligence that have been found to influence students' intentions to participate in social entrepreneurship. For the future, using a more extensive and more varied sample in phrases of age, education, ethnicity, and social-economic heritage and more variables like emotional self-efficacy may expose more significant social entrepreneurial intentions. This study solely focused on personality aspects, ignoring contextual factors considered in the future research. The research has several limitations which might be relevant to call for the future research endeavor. The data collected on the proposed research model has been limited to the universities in Bangladesh, therefore study results may not be suitable for comprehensive generalization. Future studies might consider various universities in Bangladesh with larger sample sizes for producing more generalized findings. The study has relied on quantitative analysis; hence future research might focus on adopting qualitative aspects to analyze the proposed research model for more insightful results. Moreover, the study has been confined to the university student group. Future studies might consider different aged group individuals as sample size, and also future cross-cultural studies could be conducted by taking a sample from both developing and developed economies.

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