

# Fostering Social Entrepreneurial Self-efficacy and Intention through Work Meaningfulness Found in Experiential Social Entrepreneurship Education: The Moderating Role of Social Class\*

Kawon Kim (Assistant Professor, Department of Psychology, Seoul National University)\*\*  
Seoyoung Park (Master's Student, Department of Psychology, Seoul National University)\*\*\*  
Nayeon Lee (Master's Student, Department of Psychology, Seoul National University)\*\*\*\*  
Jihyun Koo (Master's Student, Department of Psychology, Seoul National University)\*\*\*\*\*  
Hee Chan Yoon (Master's Student, Department of Psychology, Seoul National University)\*\*\*\*\*

## Abstract

Experiential social entrepreneurship education offers participants opportunities for active engagement in social entrepreneurial activities. Highlighting the significance of psychosocial experiences within the program, this study examines work meaningfulness discovered in this process as the antecedent to forming social entrepreneurial intention. Furthermore, drawing on social cognitive career theory that emphasizes the role of agency in career decisions, we propose social entrepreneurial self-efficacy as the underlying mechanism and social class as the moderating factor in the relationship between work meaningfulness and social entrepreneurial intention formation.

The propositions were tested with a two-wave survey dataset collected among 145 university students taking part in an experiential social entrepreneurship program in South Korea. Our results indicate that work meaningfulness positively affects social entrepreneurial self-efficacy, which subsequently promotes social entrepreneurial intention. Moreover, when participants' social class, measured by either household income or perceived rank, is lower, the positive effect of work meaningfulness on social entrepreneurial self-efficacy as well as intention is amplified.

Theoretically, these findings shed light on the crucial role of work meaningfulness in strengthening potential entrepreneurs' agency in the domain of social entrepreneurship, particularly for those from lower classes. Practically, we provide guidelines for designing an inclusive experiential social entrepreneurship program that allows participants to find meaningfulness by realizing their strengths and justifying their prosocial contribution.

*Keywords: Experiential Social Entrepreneurship Education, Social Entrepreneurial Self-efficacy, Social Entrepreneurial Intention, Work Meaningfulness, Social Class*

## 1. Introduction

Social entrepreneurship is acknowledged as a promising method to address entrenched societal problems that require innovative and diverse efforts (Austin et al., 2006). Since social entrepreneurs create novel business models aimed at achieving

both economic and social value, such efforts for a dual bottom line can significantly contribute to the lives of marginalized groups whose needs are unlikely to be addressed by commercial entrepreneurship (Mair & Martí, 2006; Saebi et al., 2019). Given the value of social entrepreneurs, attention to social entrepreneurship education programs that nurture would-be social

\* This work was supported by the New Faculty Startup Fund from Seoul National University #200-20210018.

\*\* First and corresponding author, Assistant Professor, Department of Psychology, Seoul National University, kawon@snu.ac.kr

\*\*\* Coauthor, Master's Student, Department of Psychology, Seoul National University, pyoung98@snu.ac.kr

\*\*\*\* Coauthor, Master's Student, Department of Psychology, Seoul National University, leeny0423@snu.ac.kr

\*\*\*\*\* Coauthor, Master's Student, Department of Psychology, Seoul National University, koojh3340@snu.ac.kr

\*\*\*\*\* Coauthor, Master's Student, Department of Psychology, Seoul National University, jack5yoon@snu.ac.kr

· 투고일: 2024-05-10 · 수정일: 2024-06-09 · 게재확정일: 2024-06-17

entrepreneurs to pursue and create new social ventures, has been rapidly growing(Howorth et al., 2012; Kickul et al., 2022). A primary goal of such education programs is to facilitate the participants' intention to pursue a career in social entrepreneurship, often referred to as social entrepreneurial intention(Hockerts, 2018). To enhance participants' understanding of and aspiration for a social entrepreneurial career, a myriad of recent education programs now offer opportunities to engage in actual entrepreneurial activities where they gain individualized learning experiences through various social interactions and on-site problem solving tasks(Fernhaber, 2022; Smith & Woodworth, 2012).

Despite advances in entrepreneurial education, individuals still find it challenging to pursue a social entrepreneurial career, primarily due to its aim for a dual bottom line(Peredo & McLean, 2006). In particular, individuals might lack the confidence in their ability to conceive a venture that successfully addresses social issues while generating sustainable profits(Tracey & Phillips, 2007). Furthermore, the inherent challenge in quantifying social impact can make individuals doubt about their potential in social entrepreneurship(Dorado, 2006).

These perceptions of uncertainty regarding career choice can be particularly salient for individuals from underrepresented social groups, such as those with lower class backgrounds. While social class has been significantly under-examined in social entrepreneurship research, empirical studies indicate that individuals from lower class backgrounds tend to report lower levels of entrepreneurial self-efficacy and less likelihood of being self-employed(Adebusuyi & Adebusuyi, 2020; Audretsch et al., 2013), suggesting a low inclinations toward entrepreneurship among these individuals. However, given the aim of social entrepreneurship in benefiting marginalized members of society, incorporating entrepreneurs from lower class backgrounds into the social entrepreneurship community can offer perspectives essential to generating practical business strategies for these underrepresented groups.

Thus, the overarching aim of our study is to identify a psychological factor that fosters lower class individuals' social entrepreneurial intention. Specifically, we propose that work meaningfulness, which individuals find through participation in experiential social entrepreneurship education, serves as the antecedent. Work meaningfulness refers to individuals' subjective perception that their work is important and significantly contributes to their life(Rosso et al., 2010). We focus on experiential social entrepreneurship education as our research context because actual engagement in entrepreneurial activities, such as interacting with stakeholders and developing business ideas for social issues, provides ample opportunities for

discovering work meaningfulness. This discovery could encourage lower class participants' social entrepreneurial career intentions in particular.

To elucidate such psychological experiences, we set two distinct research objectives. First, we investigate whether and how work meaningfulness gained in experiential education affects the education participants' social entrepreneurial intention formation by examining their social entrepreneurial self-efficacy as the underlying process. Based on social cognitive career theory(Lent et al., 1994), we propose that work meaningfulness, understood as realizing one's strengths and justifying their consequences, bolsters the participants' beliefs in their capabilities to address societal issues, also termed as social entrepreneurial self-efficacy(Hockerts, 2017). Second, we examine whether the positive influence of work meaningfulness on social entrepreneurial intention formation via enhanced social entrepreneurial self-efficacy is particularly stronger for participants from lower class backgrounds. We do acknowledge that the facilitating effect of work meaningfulness would emerge for both higher class and lower class individuals, given the inherently favorable nature of meaningfulness(Pratt & Ashforth, 2003). However, drawing on Stephens et al.(2012)'s sociocultural self model of social class, along with recent studies suggesting the high receptivity of lower class individuals to agency experiences(Brändle & Kuckertz, 2023; Harackiewicz et al., 2014), we posit that the positive effects of work meaningfulness would be particularly amplified for lower class participants.

The theoretical and practical contributions of this study are threefold. First, we identify work meaningfulness as a predictor of social entrepreneurial engagement and elucidate the significance of psychological experiences(i.e., meaningfulness) which are formed during social entrepreneurship education. Previous studies on social entrepreneurship(Azqueta et al., 2023; Hockerts, 2018) rarely investigated the participants' individual and unique psychological experiences, overlooking the possibility that education programs can have varying impacts among participants. We propose that the distinct, subjective experiences of work meaningfulness operate as an essential element of entrepreneurial education that promotes social entrepreneurial career intentions. Second, we present a potential strategy that can strengthen the confidence levels of lower class individuals pursuing social entrepreneurship by examining the role of social class. Studies in the field of psychology(Stephens et al., 2012) and entrepreneurship(Adebusuyi & Adebusuyi, 2020; Audretsch et al., 2013) indicate that individuals from lower classes have fewer opportunities to exercise agency, underscoring the need for ways to fortify their sense of efficacy. We argue that cultivating work meaningfulness through experiential learning can enhance lower

class participants' efficacy in the domain of social entrepreneurship. Third, we offer practical implications for social entrepreneurship education on how to design programs that can embrace a wide range of future social entrepreneurs. Involving both lower class and higher class individuals in the social entrepreneurship community is vital as solving complex societal problems demands the integration of diverse perspectives and collective endeavors. This study highlights that by providing activities that enhance learning and agency through real-world contributions and encouraging participants to realize their unique strengths, social entrepreneurship education can motivate lower class individuals to join the entrepreneurial realm.

## II. Research Model and Hypothesis

### 2.1. Literature Review

#### 2.1.1. Social entrepreneurial intention

Social Entrepreneurial Intention(SEI, hereafter) refers to an individual's behavioral intention to pursue a career of social entrepreneur by undertaking social entrepreneurial activities such as ideating novel solutions to societal problems and implementing social entrepreneurial plans(Mair et al., 2006; Tan et al., 2020). This definition is based on entrepreneurial intention literature(Krueger et al., 2000; Thompson, 2009), which highlights that entrepreneurial intention reflects a deliberate career decision that one is committed to becoming an entrepreneur and establishing future ventures. To highlight the distinctiveness of SEI from general entrepreneurial intentions, Mair & Noboa(2006) first proposed a theoretical framework that proposes two key determinants of SEI formation: perceived feasibility and perceived desirability. Perceived feasibility is regarded as one's assessment of the attainability of a social entrepreneurial career while perceived desirability is viewed as one's valuation of a career in social entrepreneurship. Under Mair & Noboa(2006) framework, numerous studies have investigated various individual characteristics that precede SEI formation. For example, personality and affective characteristics such as proactivity, prosocial personality, creativity, and empathy were found to be associated with SEI(Bacq & Alt, 2018; Cheah et al., 2023; Lee & Oh, 2017; Politis et al., 2016; Tan et al., 2021; Tu et al., 2021). Although these studies enhanced our understanding of person-level characteristics that impact the choice to pursue social entrepreneurial careers, they focused on traits that are mostly stable and entrenched, thus having limiting implications regarding the cultivation of social entrepreneurship. The present study addresses this gap by investigating work meaningfulness,

promoted in the context of social entrepreneurship education, as the antecedent of SEI. In particular, we examine how work meaningfulness gained from social entrepreneurship education influences participants' SEI formation by highlighting participants' social entrepreneurial self-efficacy as the mediating factor.

#### 2.1.2. Social entrepreneurial self-efficacy

Social Entrepreneurial Self-efficacy(SESE, hereafter) represents the belief in one's ability to effectively contribute toward solving societal problems(Hockerts, 2017). This conceptualization of SESE is derived from Bandura's(1989) social cognitive theory. The theory proposes that self-efficacy perceptions are central to one's sense of agency, guiding the activities on which they should focus their efforts. Based on Bandura's view, self-efficacy is not a static trait, but rather a malleable self-belief that is specific to particular domains and affected by contextual factors. Applying this to social entrepreneurship, researchers put forward the concept of SESE, suggesting that confidence in one's abilities to mobilize cognitive resources and execute actions to address social issues are crucial in fostering their propensity towards social entrepreneurship(Hockerts, 2017; Mair & Noboa, 2006; Smith & Woodworth, 2012).

Social entrepreneurship represents a comparatively challenging and risky career, not to mention entrepreneurship in general due to having to satisfy both economic and social values(Kruse, 2020). Therefore, SESE is argued to be particularly important in exploring factors that determine an individual's decision to pursue a career in social entrepreneurship(Tran & Von Korfflesch, 2016). Consistent with this view, vocational psychologists developed the theory of social cognitive career and proposed that one's self-efficacy is a key predictor of career-related decisions and goals(Lent et al., 1994). Moreover, the theory posits that self-efficacy is shaped and modified by external factors including personal success experiences(e.g., evidence that one can effectively utilize their skills and achieve desired outcomes) and structural advantages(e.g., financial and emotional resources that can support one's occupational activities). Drawing on this theoretical framework, we predict the SESE of education participants to be an important psychological mechanism that explains the effect of work meaningfulness experienced from social entrepreneurship education on social entrepreneurial intention formation.

#### 2.1.3. Work meaningfulness

Based on the literature of meaning among organizational and management studies(Pratt & Ashforth, 2003; Rosso et al., 2010), work meaningfulness is defined as a subjective perception that

one's work is imperative and significantly enriches life. According to Rosso et al.(2010), meaning is the outcome of comprehending an object while meaningfulness reflects the amount of importance an individual assigns to this comprehension. When applying work as the object, meaningfulness represents an individual's positive and personal evaluations of the work derived from their interpretation of what it signifies(Martela & Steger, 2016). In this study, we focus on the individual experience of work meaningfulness that occurs during education participation, examining how the perceived significance of social entrepreneurial experiences shapes the participants' self-evaluation and career intention.

Previous literature suggests that work meaningfulness consists of two overarching components that characterize the process of meaningful experience at work(Lepisto & Pratt, 2017; Martela & Pessi, 2018). First, meaningfulness is realized in which individuals discover, develop, and express their true-self by utilizing their talents, capabilities, and needs through work(Lepisto & Pratt, 2017; Lieff, 2009). This process fosters individual growth and achievement as they learn about their potential(Steger et al., 2012). Second, meaningfulness is justified when individuals experience self-transcendence by making positive impacts on society beyond personal benefits(Steger et al., 2012). Through this process, individuals deem their work as worthy and valuable as its outcomes engender visible and important changes in society(Lepisto & Pratt, 2017).

Prior research also corroborates the notion that one's actual experience with social entrepreneurial activities can be an important source of work meaningfulness from the perspectives of both realization and justification(Smith & Woodworth, 2012; Stephan et al., 2020). In particular, those participating in experiential education enact social entrepreneurial activities such as forming self-organized teams, identifying social needs to collectively solve, interacting with the target community of their social mission, designing business models, and raising funds. Such active engagement leads to mastery experiences where participants develop and utilize their skills, and live observations of their impact on the target community(Smith & Woodworth, 2012). Drawing from these theoretical frameworks and anecdotal evidence, our study focuses on work meaningfulness as the core psychological experience of education participants that give rise to the formation of SEI via enhanced SESE.

#### 2.1.4. Social class

Albeit being extensively studied in social sciences, social class has not converge on a singular definition(Côté, 2011; Loignon & Woehr, 2018; Pyun, 2018). Although definitions vary, it often

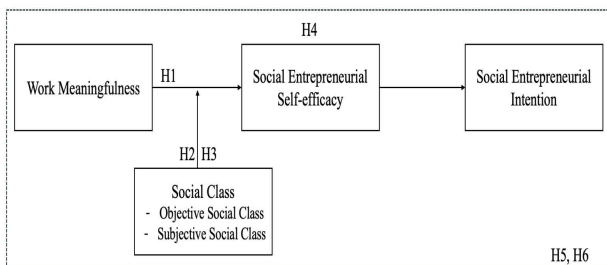
comprises two primary dimensions: objective and subjective(Côté, 2011; Loignon & Woehr, 2018). The objective dimension focuses on one's tangible possessions such as income, education, and occupational prestige, suggesting that those of higher social class have greater financial resources, more advanced education, and more prestigious jobs(Adler & Snibbe, 2003; Twenge & Campbell, 2002). Conversely, the subjective dimension centers on how individuals perceive their own social standing in relation to others. This approach, while recognizing the foundational role of material resources, underscores how individuals perceive their own social rank, typically measured through self-placement in a visual social hierarchy(Kraus et al., 2009).

In line with recommendations for studying social class in applied psychology research(Saegert et al., 2007), the present study employs two measures of social class - household income and perceived rank - to capture both objective and subjective dimensions. While the objective and subjective measurements of social class are positively correlated(Kraus et al., 2009; Ostrove et al., 2000), their effects are not always identical.

According to the sociocultural self model of social class(Stephens et al., 2012), one's social class is a critical source of self-evaluation and determines which behaviors are appropriate and normative across various life domains, including education and career decisions. Those from higher social classes often experience fewer constraints on their choices or opportunities, allowing them to be more ambitious and comfortable in pursuing personal goals and influencing their environment(Kraus et al., 2012). The discrepancy in agency between low versus high class individuals is also manifested in their different job searching tendencies(DeOrtentiis et al., 2022; Fang & Saks, 2021). Despite the limited empirical examination of social class in entrepreneurship literature, certain studies indicate lower class is associated with lower levels of entrepreneurial self-efficacy and decreased likelihood of being self-employed(Adebusuyi & Adebusuyi, 2020; Audretsch et al., 2013). The dearth of social class research becomes more prominent in social entrepreneurship literature. However, a recently conducted study indicates that under certain conditions, lower class individuals are more attracted to social entrepreneurial careers than those of a higher status(Kim et al., 2023). These studies, although insinuating that social class plays a pivotal role in shaping career decisions, do not explore how these decisions are fortified among individuals from lower class backgrounds. Our study seeks to address this issue by using work meaningfulness as a variable that portrays the receptivity of lower class participants to agency experiences.

## 2.2. Research Model

In this study, we hypothesize that participants' work meaningfulness garnered during social entrepreneurial education positively relates to their SESE. We further hypothesize that this relationship is moderated by both objective and subjective social class indicators, such that the positive relationship between meaningfulness and SESE is amplified for lower class participants. As we propose SEI formation as the downstream consequence of SESE, we also hypothesize that meaningfulness has a positive indirect effect on SEI through the enhancement of SESE. Overall, we hypothesize that the indirect pathways from meaningfulness to SEI via SESE is stronger for participants of lower class measured by objective and subjective indicators. This leads us to propose the following first-stage moderated mediation model in <Figure 1>.



<Figure 1> Research Model

## 2.3. Hypothesis Development

### 2.3.1. Work meaningfulness and social entrepreneurial self-efficacy

SESE refers to one's own belief that they have the capability to contribute toward solving societal problems(Hockerts, 2017). According to Bandura(1989), individuals high in SESE judge themselves to have the necessary skills required for organizing and executing actions that manifest social value through venture creation. The social cognitive career theory(Lent et al., 1994; Tran & Von Korflesch, 2016) emphasizes that career interests and decisions are shaped through the dynamic processes where individuals' self-referent evaluations, such as self-efficacy judgments, are influenced by their experiences in relevant environments. The theory posits that individuals' favorable experiences in a relevant career domain can enhance their self-efficacy in the same domain, and the increase in self-efficacy operates as a central mechanism through which the individuals exert agency in their career choice. We propose that in the domain of social entrepreneurship, the participants' unique experience of work meaningfulness during experiential activities elevates their SESE.

As previously mentioned, work meaningfulness consists of two dimensions of experience(Lepisto & Pratt, 2017; Martela & Pessi, 2018). The first dimension is realization through which individuals experience self-actualization by discovering ways that can satisfy their own individual needs and apply their unique talents in work. The second dimension is justification where individuals find the worthiness of their work by positively influencing others beyond their individual benefits. Experiential social entrepreneurship education can generate these two dimensions of meaningfulness experience. Participants are encouraged to take on the role of real-world social entrepreneurs, engaging in various entrepreneurial activities such as venture team formation, identification of unmet social needs, comprehension of target communities' situation, sustainable business model creation, and resource acquisition(Smith & Woodworth, 2012). While engaging in these activities, participants proactively develop and utilize their skills to understand how their capabilities contribute to a creating social value on a broader scale. This realization experience gives rise to the participants' feelings of achievement and growth. In addition, while engaging in the activities aimed at identifying and satisfying the social needs of marginalized targets(e.g., demographic minorities, the economically disadvantaged), participants have opportunities to interact with the target groups and directly witness the potential changes in their standing. Through the justification experience, participants recognize their contributions to others and find value in their social entrepreneurial activities. We propose that these favorable meaningfulness experiences facilitate participants' perceived capabilities in the domain of social entrepreneurship, which results in increased SESE.

**Hypothesis 1: Among participants in experiential social entrepreneurship education program, the work meaningfulness experienced during the education is positively related to their social entrepreneurial self-efficacy.**

### 2.3.2. Moderating role of social class

While we expect that work meaningfulness tends to increase the SESE of participants overall, the positive effect of meaningfulness on SESE is proposed to be stronger when participants are low in social class.

In the context of experiential social entrepreneurial education, work meaningfulness provides a sense of agency, or one's perceived capabilities or control over the environment. When pursuing a dual bottom line in their social entrepreneurial

projects, participants face two pertinent concerns about agency. First, participants might be uncertain about whether they are equipped with the skills and abilities to design and implement a business model that provides not only a solution for the target social issue but also sustainable financial profits (Tracey & Phillips, 2007). Second, since quantifying social impact is overall a complex procedure, having convictions about their possible success in the domain of social entrepreneurship is challenging (Dorado, 2006). Through the processes of realization and justification, work meaningfulness allows participants to discover and apply their strengths to social problem solving and observe the benefits they have created for the target groups. Given the link between meaningfulness and agency, we predict that lower class participants are more receptive to the effects of work meaningfulness.

Psychology studies on social class have emphasized that lower class individuals are given limited opportunities to exert personal influence or agency from childhood (Kraus et al., 2012). Therefore, the experience of agency can have a pronounced impact on lower class individuals by aiding and empowering them in changing their social circumstances (Martin & Harrison, 2022; Townsend et al., 2019). In the context of experiential social entrepreneurship education, we contend that work meaningfulness, characterized as the utilization of one's strength to benefit the lives of others, would serve as an emancipatory experience for lower class participants, enhancing their efficacy to initiate social changes. While work meaningfulness and its associated agency are likely to benefit higher class individuals as well, we expect its effect on SESE would be more prominent for lower class individuals who typically have fewer opportunities to pursue their personal interests and practice control over their external environment (Kraus et al., 2009). Consistent with our arguments, previous studies found that the experience of agency in the form of affirming personal values and transforming local environments leads to favorable self-evaluation and achievement outcomes more so for lower class students (Brändle & Kuckertz, 2023; Harackiewicz et al., 2014). Thus, we propose that the effect of meaningfulness on SESE would be amplified for lower class participants.

Specifically, we posit that two fundamentally interrelated yet disparate categories of an individual's social class influence this process: objective and subjective. Individuals with lower objective social class backgrounds often lack the financial resources necessary to pursue their business goals and create social impact amidst uncertainty. Previous empirical studies have demonstrated that individuals from lower objective social class are less likely to make risky business decisions and have lower entrepreneurial outcome expectations (Adebusuyi & Adebusuyi, 2020; Chivers,

2017). However, through cultivating meaningfulness within the experiential social entrepreneurship education program, participants from lower objective social class can discover their potential to achieve social entrepreneurial goals and recognize the benefits they create for target groups. This transformative experience enables them to apply their strengths in solving societal issues, enhancing their sense of agency and SESE.

**Hypothesis 2: Objective social class moderates the positive relationship between work meaningfulness and social entrepreneurial self-efficacy such that the positive relationship is stronger when social class is lower.**

From a subjective standpoint, social class shapes one's perceptions of rank relative to others, which forms their sense of comparative power and social influence (Kraus et al., 2009; Qiang et al., 2021). Individuals who report lower levels of subjective social class may view themselves as being less capable in making a prosocial impact than others. Additionally, they may be accustomed to external forces that undermine their perceived control over the environment such as job insecurity and unstable access to resources (Kraus et al., 2012). However, through the processes of realization and justification experienced in the social entrepreneurship program, participants from lower subjective social class can develop a heightened sense of competence and empowerment in altering their social circumstances, mitigating their concerns about agency in the process. Therefore, we propose that the effect of meaningfulness on SESE would be amplified for participants in lower subjective social class.

**Hypothesis 3: Subjective social class moderates the positive relationship between work meaningfulness and social entrepreneurial self-efficacy such that the positive relationship is stronger when social class is lower.**

### **2.3.3. Moderated mediation model of work meaningfulness and social entrepreneurial intention**

Furthermore, we posit that in the context of social entrepreneurial education, the SESE generated by participants' work meaningfulness leads to increased SEI. SEI represents an individual's behavioral intention to pursue a career in social entrepreneurship by starting a social venture (Mair et al., 2006). Since the SEI motivates individuals to take entrepreneurial actions required for social venture initiation, facilitating the SEI

of participants is considered an important goal of social entrepreneurial education programs (Smith & Woodworth, 2012).

Both theoretical and empirical support exist for the effect of SESE on SEI. As aforementioned, Mair & Noboa (2006) theorized that one's assessment of whether a social entrepreneurial career is attainable, or the perceived feasibility reflected by one's self-efficacy, forms the foundation of their intention to pursue such a career. Extending Mair & Noboa (2006)'s model, Hockerts (2017) developed a measure of SESE that particularly focused on social problem solving and empirically demonstrated its positive association with SEI across multiple research samples. The positive relationship of SESE and SEI is replicated in subsequent studies using student participants that are comparable to the present study (Bacq & Alt, 2018; Hossain et al., 2024). Drawing on these findings, we predict that SESE positively affects SEI. Given the assumed positive relationship between work meaningfulness and SESE in Hypothesis 1, we postulate that SESE will function as a mediator in the relationship. In other words, work meaningfulness would exert its positive influence on SEI indirectly by enhancing SESE.

**Hypothesis 4: Work meaningfulness has a positive indirect effect on social entrepreneurial intention via enhanced social entrepreneurial self-efficacy.**

Additionally, considering the moderating role of the two types of social class outlined in Hypothesis 2 and 3, we predict that the conditional indirect effect of meaningfulness on SEI through SESE will vary depending on either the objective or subjective social class measure. In particular, the positive indirect effect will be more pronounced for lower class participants. This leads to our final set of hypotheses utilizing Hayes (2013)'s first-stage moderated mediation.

**Hypothesis 5: Objective social class moderates the indirect effect of work meaningfulness on social entrepreneurial intention via enhanced social entrepreneurial self-efficacy such that the positive indirect effect is stronger when social class is lower.**

**Hypothesis 6: Subjective social class moderates the indirect effect of work meaningfulness on social entrepreneurial intention via enhanced social entrepreneurial self-efficacy such that the positive indirect effect is stronger when social class is lower.**

### III. Method

#### 3.1. Participant and Procedure

We conducted a two-wave online survey over a period of four months. South Korean university students who were active members in the Enactus program were recruited as participants. Enactus, short for 'Entrepreneurial, Action for Us,' is a global network that partners with leading corporations to offer university students educational experiences in entrepreneurship with the aim of developing their social entrepreneurship mindset. These students work in teams on social entrepreneurship projects that cover a diverse range of activities such as brainstorming solutions aimed at addressing social issues, preparing business proposals, securing funding, and developing and launching products. They also compete in domestic pitching competitions where they present their social business projects to a panel of expert judges. After showcasing their business models and solutions, judges evaluate the presentations based on various criteria and offer constructive feedback and insights on how to refine and improve projects. The aforementioned activities share significant commonalities with previously examined social entrepreneurship education programs in that they comprehensively engage in analysis of real-world problems, reflective observation, and iterative development of practical solutions (Douglas, 2015; Kolb & Kolb, 2005).

Data collection was conducted in two distinct phases, three months apart, which aids in reducing common method bias as discussed by Podsakoff et al. (2003). At Time 1, we measured two indicators of social class as well as meaningfulness, which were completed by 409 respondents. At Time 2, we measured SESE and SEI, and 340 responses were gathered. In line with the recommendations from prior management research (DeSimone et al., 2015), we excluded responses that failed attention check items or contained missing data which resulted in a final sample of 145 respondents who completed both surveys. Their demographic characteristics are presented in <Table 1>.

<Table 1> Participant Characteristics (N=145)

Categories		Frequency	Percent
Gender	Male	36	24.83
	Female	107	73.79
	Prefer not to say	2	1.38
Duration of Participation	< 6 months	76	52.42
	6-12 months	44	30.34
	12-18 months	16	11.03
	18-24 months	5	3.45
	24-36 months	1	0.69
	> 36 months	3	2.07

Grade	Freshman	11	7.59
	Sophomore	45	31.03
	Junior	53	36.55
	Senior	34	23.45
	Others	2	1.38

### 3.2. Measure

Variables were assessed using established items from international studies and were translated from English to Korean using back-translation techniques. All items, except those measuring social class, were rated on a 7-point Likert scale, ranging from 1(strongly disagree) to 7(strongly agree).

Meaningfulness was measured at Time 1 using 9 items from the Korean Work and Meaning Inventory(K-WAMI), which was developed by Steger et al.(2012) and validated for Korean samples by Choi & Lee(2017). We adapted each item to specifically assess the participants' experiences of meaningfulness within their Enactus activities. To assess construct validity, we performed a confirmatory factor analysis(CFA) on the original ten items. One reversed item('My work in Enactus really makes no difference to the world') yielded an unsatisfactory factor loading value of .39 and was consequently excluded. Among the remaining items, examples include 'I view my work in Enactus as contributing to my personal growth,' and 'I know my work in Enactus makes a positive difference in the world.'

Social class was also assessed at Time 1 using both objective and subjective indicators. Objective social class was measured by asking participants to indicate the annual household income of their immediate family(Hong & Kim, 2023) using a single scale item ranging from 1(₩0 to ₩10,000,000) to 7(₩110,000,000 or more). Subjective social class was measured using the MacArthur Scale of Subjective Socioeconomic Status(Adler et al., 2000). Participants were shown an image of a 10-rung ladder representing the hierarchy of society in terms of income, education, and occupation, and were asked to report their perceived rank by selecting the rung they believed they belonged to vis-à-vis others.

SESE was measured at Time 2 with a 3-item scale developed by Hockerts(2017). Example items include 'Solving societal problems is something I can contribute to,' and 'I am convinced that I personally can make a contribution to address societal challenges if I put my mind to it.'

SEI was measured at Time 2 using the scale from Lee et al.(2024) which adapted the entrepreneurial intention scale developed by Zhao et al.(2005). We selected three items which best fit the context of the Enactus activity. Example items include 'I am interested in starting and building a business that

addresses problems in our society,' and 'I am interested in acquiring and building a company into a business that creates positive social change.'

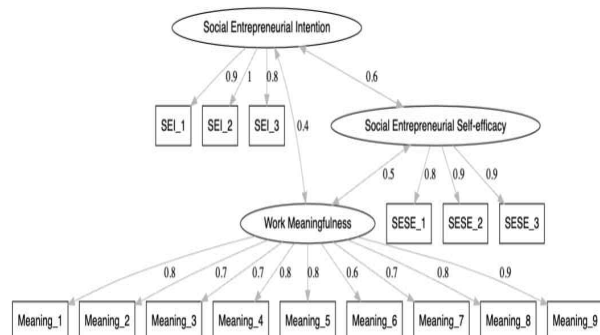
Additionally, we controlled for duration of participation as the participants exhibited varying lengths of involvement in Enactus activities. We also controlled for gender(0=male, 1=female, 2=prefer not to say) and prosocial motivation, as prior research suggests that both factors are associated with SEI(Tan et al., 2020; Yamini et al., 2022). Prosocial motivation was measured with a 5-item scale developed by Grant & Sumanth(2009). Finally, we included controls for openness and agreeableness, as these traits are positively associated with the ability to envision social change, potentially influencing SEI(Koe Hwee Nga & Shamuganathan, 2010). The following results remained consistent even when the control variables were not considered.

## IV. Results

### 4.1. Scale Validity and Reliability

We tested for discriminant validity using the CFA function in "lavaan" R package(Rosseel, 2012). The analysis involved three constructs: Meaningfulness, SESE, and SEI. The proposed three-factor model, as illustrated in <Table 2>, yielded a satisfactory fit( $\chi^2=178.97[87]$ , CFI=.94, SRMR=.046; Hu & Bentler, 1999). Furthermore, as indicated in both <Table 2> and <Figure 2>, all factor loadings were above the .6 threshold. Reliability for the three scales was also assessed by calculating Cronbach's  $\alpha$  and average variance extracted(AVE). According to the findings in <Table 2>, Cronbach's  $\alpha$  for each scale exceeded .7 and the AVE values ranged from .54 to .84 which outperformed the .5 minimum standard(Bagozzi & Yi, 1988). These results overall confirm the reliability of the scales.

<Figure 2> CFA Results





<Table 2> CFA Results and Cronbach's  $\alpha$

Constructs		z-value	Standardized Loadings	AVE	Cronbach's $\alpha$
Work Meaningfulness	1	-	.78	.54	.92
	2	5.04	.68		
	3	9.54	.74		
	4	9.85	.79		
	5	10.66	.82		
	6	4.76	.63		
	7	5.58	.69		
	8	8.78	.76		
	9	12.37	.87		
Social Entrepreneurial Self-efficacy	1	-	.77	.73	.90
	2	11.43	.92		
	3	11.74	.93		
Social Entrepreneurial Intention	1	-	.89	.84	.91
	2	21.82	.99		
	3	13.21	.77		
$\chi^2=178.97$ , $df=87$ , $p$ -value<.001, CFI=.94, SRMR=.46					

## 4.2. Descriptive Statistics

<Table 3> exhibits the mean, standard deviation(SD), and correlations among the core variables within the model. In line with Hypothesis 1, we found meaningfulness and SESE displayed a significantly positive correlation( $r=.43$ ,  $p<.001$ ). Additionally, a similar relation was observed between meaningfulness and SEI( $r=.33$ ,  $p<.001$ ). The correlations for social class variables, however, did not demonstrate any statistically significant results.

<Table 3> Descriptive Statistics and Correlations among Study Variables

	Mean	SD	1	2	3	4	5	6	7	8	9
1. Gender	.75	.44									
2. Duration of Participation	7.19	8.61	-.24**								
3. Prosocial Motivation	5.94	1.04	.08	-.02							
4. Agreeableness	4.32	1.31	-.08	-.08	.07						
5. Openness	4.67	1.56	.06	.10	.19	-.08					
6. Work Meaningfulness	5.67	.97	.15	.06	.56***	.06	.13				
7. Social Entrepreneurial Self-efficacy	5.40	1.07	-.07	-.03	.23**	.19*	.09	.43***			
8. Social Entrepreneurial Intention	4.39	1.66	-.14	-.03	.22**	.19*	.08	.33***	.57***		
9. Household Income	4.95	1.56	-.07	.00	-.09	.14	-.09	-.06	.02	.00	
10. Ladder	6.46	1.46	.05	-.00	-.00	.11	-.10	-.05	.06	.08	.62***

\*  $N=145$ , \*\*\*= $p<.001$ . Data with gender coded as 2(prefer not to say) were excluded from the correlation analysis for gender

## 4.3. Hypothesis Testing

Hypothesis 1 proposes a positive relationship exists between meaningfulness and SESE. A multiple regression analysis was performed to assess the hypothesis, as shown in <Table 4>. The results indicate that SESE increased as meaningfulness increased, even with control variables( $B=.51$ ,  $p<.001$ ). Therefore, Hypothesis 1 is supported.

<Table 4> Hypothesis 1: Main effect of Work Meaningfulness on Social Entrepreneurial Self-efficacy

Dependent Variable: Social Entrepreneurial Self-efficacy			
	B	t	Model Summary
Work Meaningfulness	.51	5.01***	$R^2=.23$ $F(7,137)=6.00$
Gender_1	-.20	-.28	
Gender_2	-.55	-.79	
Duration of Participation	-.01	-1.03	
Prosocial Motivation	-.04	-.48	
Agreeableness	.12	1.91	
Openness	.05	.89	
Gender_1=Male, Gender_2=Female			

\*\*\*= $p<.001$

As Hypotheses 2 and 3 posit interaction effects between meaningfulness and objective(income) and subjective(perceived rank) social class indicators, we conducted an interaction analysis for each variable separately. We mean-centered the variables of meaningfulness, SESE, income, and perceived rank within these interaction analyses. Reducing the intercorrelations among these predictors to mitigate errors stemming from multicollinearity enhances the accuracy and reliability of the regression coefficients(Aiken & West, 1991). The results of the moderation analyses pertaining to objective and subjective social class are presented in the upper panels of <Table 5> and <Table 6>, respectively.

<Table 5> Hypothesis 2: Moderation Effect of Household Income

	Outcome Variable: Social Entrepreneurial Self-efficacy		
	B	t	Model Summary
Work Meaningfulness	.53	5.46***	$R=.55$ $R^2=.30$ $F(9,135)=6.62$
Household Income	.00	.11	
Work Meaningfulness X Household Income	-.19	-3.73***	

Gender_1	-.34	-.50	
Gender_2	-.73	-1.09	
Duration of Participation	-.00	-1.01	
Prosocial Motivation	.01	.14	
Agreeableness	.10	1.65	
Openness	.04	.85	
	<b>Outcome Variable: Social Entrepreneurial Intention</b>		
	<b>B</b>	<b>t</b>	<b>Model summary</b>
Work Meaningfulness	.19	1.21	R=.60 R <sup>2</sup> =.36 F(8,136)=9.45
Social Entrepreneurial Self-efficacy	.75	6.14***	
Gender_1	.29	.28	
Gender_2	-.22	-.22	
Duration of Participation	-.00	-.70	
Prosocial Motivation	.07	.52	
Agreeableness	.10	1.08	
Openness	.03	.43	

\*\*\*=p<.001

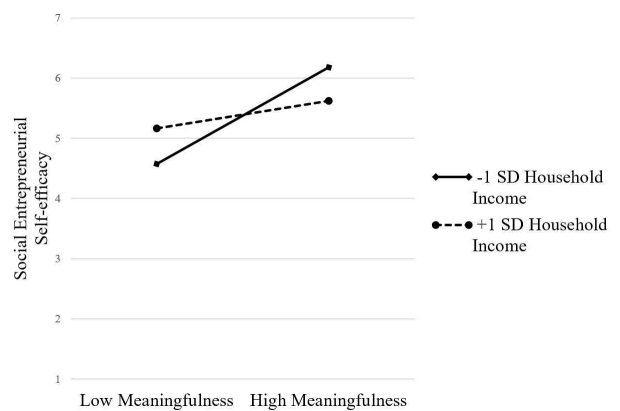
<Table 6> Hypothesis 3: Moderation Effect of Perceived Rank

	<b>Outcome Variable: Social Entrepreneurial Self-efficacy</b>		
	<b>B</b>	<b>t</b>	<b>Model Summary</b>
Work Meaningfulness	.61	6.51***	R=.61 R <sup>2</sup> =.37 F(9,135)=8.86
Perceived Rank	.02	.43	
Work Meaningfulness X Household Income	-.23	-5.30***	
Gender_1	-.58	-.88	
Gender_2	-1.00	-1.54	
Duration of Participation	-.00	.92	
Prosocial Motivation	.04	.50	
Agreeableness	.09	1.51	
Openness	.05	.97	
	<b>Outcome Variable: Social Entrepreneurial Intention</b>		
	<b>B</b>	<b>t</b>	<b>Model summary</b>
Work Meaningfulness	.19	1.21	R=.60 R <sup>2</sup> =.36 F(8,136)=9.45
Social Entrepreneurial Self-efficacy	.75	6.14***	
Gender_1	.29	.28	
Gender_2	-.22	-.22	
Duration of Participation	-.00	-.70	
Prosocial Motivation	.07	.52	
Agreeableness	.10	1.08	
Openness	.03	.43	

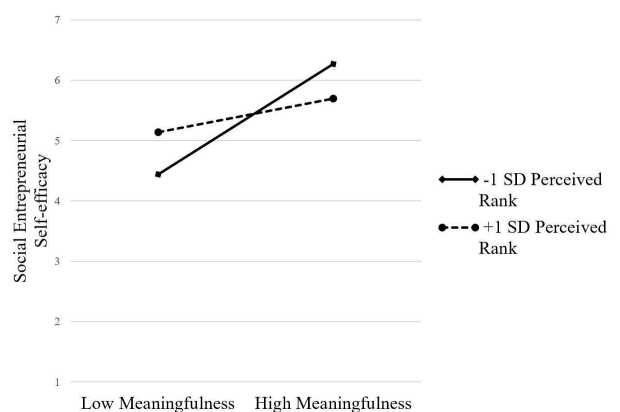
\*\*\*=p<.001

Hypotheses 2 and 3 predict that social class moderates the positive relationship between meaningfulness and SESE in that the relation is stronger for those with lower social class indicators. The interaction between meaningfulness and social class had a significant negative effect on SESE for both income(B=-.19, p<.001, [LLCI, ULCI;-.29~-.09]) and perceived

rank(B=-.23, p<.001, [LLCI, ULCI;-.31~-.14]). We conducted simple slope analyses(Aiken & West, 1991) and visualized the interaction pattern for each social class indicator. The interaction pattern for income is illustrated in <Figure 3>. The relationship between meaningfulness and SESE was positive and significant at low(-1SD) levels of income(B=.83, p<.001, [LLCI, ULCI;.57~1.08]) but non-significant at high(+1SD) levels of income. When perceived rank was used as the indicator, as can be seen in <Figure 4>, the association between meaningfulness and SESE was positive and significant at both low (B=.94, p<.001, [LLCI, ULCI;.70~1.19]) and high levels (B=.10, p<.01, [LLCI, ULCI;.08~.49]). However, the positive relationship was substantially weakened among those with higher subjective social class. In sum, both sets of results support Hypotheses 2 and 3 displaying that the meaningfulness experienced from social entrepreneurship education can enhance SESE, especially for those with lower social standings.



<Figure 3> Interaction of Household Income and Work Meaningfulness on Social Entrepreneurial Self-efficacy



<Figure 4> Interaction of Perceived Rank and Work Meaningfulness on Social Entrepreneurial Self-efficacy

Hypothesis 4 postulates that SESE mediates the positive relationship between meaningfulness and SEI. We tested the mediation hypothesis by estimating the indirect effect of

meaningfulness on SEI via SESE using SPSS PROCESS macro Model 4 with 5,000 bootstrapped samples(Hayes, 2013). As presented in <Table 7>, the 95% confidence interval for the positive indirect effect did not include zero(B=.38, BootSE=.09, [BootLLCI, BootULCI;.21~.57]), indicating that meaningfulness increased SEI via SESE. This result supports Hypothesis 4.

Hypotheses 5 and 6 propose that social class, measured by either the objective or subjective indicator, moderates the indirect relationship between meaningfulness and SEI. We tested the moderated mediation hypotheses by estimating the conditional indirect effects of meaningfulness on SEI through SESE using SPSS PROCESS macro Model 7 with 5,000 bootstrapped samples(Hayes, 2013). <Table 8> and <Table 9> present the results of conditional indirect effect analysis with the moderator as household income and perceived rank respectively.

<Table 7> Hypothesis 4: Indirect Effect of Work Meaningfulness on Social Entrepreneurial Intention

Work Meaningfulness → Social Entrepreneurial Self-efficacy → Social Entrepreneurial Intention	B	SE	t	95% LLCI	95% ULCI
Total Effect	.57	.16	3.50***	.25	.89
Direct Effect	.19	.16	1.21	-.12	.50
Indirect Effect	<b>B</b>	<b>BootSE</b>	<b>95% Boot LLCI</b>	<b>95% BootULCI</b>	
	.38	.09	.21	.57	

<Table 8> Hypothesis 5: Conditional Indirect Effect of Household Income

Conditional Indirect Effect (Work Meaningfulness → Social Entrepreneurial Self-efficacy → Social Entrepreneurial Intention)	B	BootSE	BootLLCI-BootULCI
Low Household Income(-1SD)	.62	.16	.31~.94
High Household Income(+1SD)	.18	.12	-.03~.45
Moderated Mediation Index	<b>Index</b>	<b>BootSE</b>	<b>BootLLCI-BootULCI</b>
	-.14	.06	-.26~-.02

<Table 9> Hypothesis 6: Conditional Indirect Effect of Perceived Rank

Conditional Indirect Effect (Work Meaningfulness → Social Entrepreneurial Self-efficacy → Social Entrepreneurial Intention)	B	BootSE	BootLLCI-BootULCI
Low Perceived Rank(-1SD)	.71	.16	.39~1.02
High Perceived Rank(+1SD)	.21	.09	.03~.41
Moderated Mediation Index	<b>Index</b>	<b>BootSE</b>	<b>BootLLCI-BootULCI</b>
	-.17	.05	-.27~-.05

The 95% confidence interval for the moderated mediation index did not include zero when computed for either income([LLCI, ULCI;-.26~-.02]) or perceived rank([LLCI, ULCI;-.27~-.05]). These results indicate a significant moderated mediation effect. Specifically, the indirect effect of meaningfulness on SEI via SESE was significant only for those with low social class(B=.62, SE=.16, [LLCI, ULCI;.31~.94]) when income was the moderator. In the case of subjective social class(i.e., perceived rank), the indirect effect of meaningfulness on SEI through SESE was significant across all levels. Nevertheless, the effect was more pronounced for those with lower social class(B=.71, SE=.16, [LLCI, ULCI;.39~1.02]). To summarize, both Hypotheses 5 and 6 are supported, indicating that the social entrepreneurial self-efficacy engendered by work meaningfulness from social entrepreneurship education programs leads to the participants' enhanced willingness to pursue a social entrepreneurial career, especially for those with lower social class as measured with both objective and subjective indicators.

## V. Discussion

In this study, we investigated how finding work meaningfulness through social entrepreneurial activities during educational engagement influences individual participants' self-efficacy in social problem solving and their subsequent intention to pursue a career as a social entrepreneur. Moreover, we examined the moderating role of participants' social class backgrounds in the relationship between work meaningfulness and social entrepreneurial self-efficacy, as well as their intention. Our findings indicate that experiencing work meaningfulness facilitates the formation of SEI via participants' enhanced efficacy relevant to social entrepreneurship. Specifically, this fostering effect was stronger for the participants with lower class backgrounds, as evidenced by both objective and subjective indicators.

The current study provides important theoretical and practical implications. First, our examination of work meaningfulness acquired within social entrepreneurial education elucidates the individualized psychological experiences manifested during experiential learning. Building on previous entrepreneurship education research that emphasizes the importance of individual self-initiation and active engagement(Fernhaber, 2022; Hockerts, 2018), we demonstrate that each participant's discovery of meaningfulness during experiential social entrepreneurship education significantly influences their self-evaluation and career intention within the domain of social entrepreneurship. Additionally, we draw on the theory of social cognitive career(Lent et al., 1994) to delineate how participants' beliefs in

their capabilities in social problem solving play a critical role in explaining the influence of work meaningfulness on the formation of social entrepreneurial intention.

Second, we find that social class moderates the effect of work meaningfulness on participants' social entrepreneurial self-efficacy and shed light on how agency experiences are crucial for potential entrepreneurs from lower social class backgrounds. Drawing on studies that imply lower class individuals possess high levels of receptivity to experiences of agency (Townsend et al., 2019; Martin & Harrison, 2022), we hypothesize that the work meaningfulness acquired within educational social entrepreneurship activities would have a greater impact on lower class participants. Although this might seem contradictory to the findings that lower class individuals have a low proclivity toward agentic activities and career decisions (Adebusuyi & Adebusuyi, 2020; Audretsch et al., 2013), our findings suggest that such agency tendencies are malleable and can evolve through educational experiences. Future research can further expand upon these findings by examining if increased meaningfulness and self-efficacy actually instigate the creation of social ventures and enhance their performance, particularly among entrepreneurs from lower class backgrounds.

Third, this study offers practical insights on integrating inclusivity into the design of experiential social entrepreneurship programs. Our findings show that the subjective experience of work meaningfulness, encompassing both realization and justification processes (Lepisto & Pratt, 2017), reinforces beliefs that one is capable among potential entrepreneurs, which results in stronger aspirations in pursuing social entrepreneurial careers. Thus, in developing experiential social entrepreneurial education programs, educators should incorporate elements that encourages participants to leverage their strengths in real-world scenarios and experience the value of social entrepreneurial activities firsthand. For example, being able to witness one's contributions in solving social problems and their subsequent impacts on others can evoke meaningful experiences. Additionally, social entrepreneurship education institutions can utilize psychological measures of work meaningfulness to assess the efficacy of their programs. This can track the participants' feelings on their activities and experiences within the program and whether they find them enriching enough to pursue a social entrepreneurial career path.

Despite the contributions, certain limitations and possible future directions need to be addressed. First, our research participants were primarily sampled from a singular program and were predominantly relatively young college students. Although this context was chosen specifically for its pertinence in examining social entrepreneurial processes, it limits the generalizability of

our findings. Future research could test the hypotheses with participants of different characteristics such as older nascent entrepreneurs or professionals already working in the field.

Second, even though the model was tested with two distinct types of social class measures, both household income and perceived rank indicators were quantified via self-reported. Therefore, there is potential to employ more accurate methods and expand the variables' representativeness. Further examination could be done by utilizing more objective standards such as parental reporting of household income levels, employment records, or real estate ownership. Additionally, building on the previous proposal, recruiting a wider variety of samples could allow for the assessment of their socioeconomic status based on other factors, such as one's education level and occupation.

Third, the dependent variable restricts the research's scope to one's intentions rather than actions. Future research could explore the actual impact on various social entrepreneurial behaviors following participation in experiential learning. This could include discovery behaviors, such as refining product ideas or identifying market opportunities, as well as exploitative behaviors which encompass securing funding and investing in business infrastructure (Kim et al., 2020; OK et al., 2020; Seibert et al., 2021). Such a study would offer a thorough understanding of the effectiveness of the social entrepreneurship education program both during and after its implementation.

## REFERENCE

- Adebusuyi, A. S., & Adebusuyi, O. F. (2020). The influence of social class on entrepreneurial self-efficacy and outcome expectations. *Small Enterprise Research*, 27(3), 259-274.
- Adler, N. E., & Snibbe, A. C. (2003). The role of psychosocial processes in explaining the gradient between socioeconomic status and health. *Current Directions in Psychological Science*, 12(4), 119-123.
- Adler, N. E., Epel, E. S., Castellazzo, G., & Ickovics, J. R. (2000). Relationship of subjective and objective social status with psychological and physiological functioning: Preliminary data in healthy, White Women. *Health Psychology*, 19(6), 586-592.
- Aiken, L. S., & West, S. G. (1991). *Multiple regression: Testing and interpreting interactions*. Newbury Park, CA: Sage Publications, Inc.
- Audretsch, D. B., Bönte, W., & Tamvada, J. P. (2013). Religion, social class, and entrepreneurial choice. *Journal of Business Venturing*, 28(6), 774-789.
- Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: same, different, or both?. *Entrepreneurship Theory and Practice*, 30(1), 1-22.
- Azqueta, A., Sanz-Ponce, R., & Núñez-Canal, M. (2023). Trends and Opportunities in Social Entrepreneurship

- Education Research. *Administrative Sciences*, 13(11), 232.
- Bacq, S., & Alt, E.(2018). Feeling capable and valued: A prosocial perspective on the link between empathy and social entrepreneurial intentions. *Journal of Business Venturing*, 33(3), 333-350.
- Bagozzi, R. P., & Yi, Y.(1988). On the evaluation of structural equation models. *Journal of the Academy of Marketing Science*, 16(1), 74-94.
- Bandura, A.(1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175-1184.
- Cheah, J. S., Loh, S., & Gunasekaran, A.(2023). Motivational catalysts: the dominant role between prosocial personality and social entrepreneurial intentions among university students. *Social Enterprise Journal*, 19(5), 555-574.
- Chivers, D.(2017). Success, survive or escape? Aspirations and poverty traps. *Journal of Economic Behavior & Organization*, 143, 116-132.
- Choi, H., & Lee., J.(2017). Validation of Korean Version of Working As Meaning Inventory. *Korean Journal of Social and Personality Psychology*, 31(4), 1-25.
- Côté, S.(2011). How social class shapes thoughts and actions in organizations. *Research in Organizational Behavior*, 31, 43-71.
- DeOrtentiis, P. S., Van Iddekinge, C. H., & Wanberg, C. R.(2022). Different starting lines, different finish times: The role of social class in the job search process. *Journal of Applied Psychology*, 107(3), 444-457.
- DeSimone, J. A., Harms, P. D., & DeSimone, A. J.(2015). Best practice recommendations for data screening. *Journal of Organizational Behavior*, 36(2), 171-181.
- Dorado, S.(2006). Social entrepreneurial ventures: Different values so different process of creation, no? *Journal of Developmental Entrepreneurship*, 11(4), 319-343.
- Douglas, H.(2015). Designing social entrepreneurship education. *International Journal of Social Entrepreneurship and Innovation*, 3(5), 362-373.
- Fang, R. T., & Saks, A. M.(2021). Class advantage in the white-collar labor market: An investigation of social class background, job search strategies, and job search success. *Journal of Applied Psychology*, 106(11), 1695-1713.
- Fernhaber, S. A.(2022). Actively engaging with social entrepreneurs: The social enterprise audit. *Entrepreneurship Education and Pedagogy*, 5(2), 192-207.
- Grant, A. M., & Sumanth, J. J.(2009). Mission possible? The performance of prosocially motivated employees depends on manager trustworthiness. *Journal of Applied Psychology*, 94(4), 927-944.
- Harackiewicz, J. M., Canning, E. A., Tibbetts, Y., Giffen, C. J., Blair, S. S., Rouse, D. I., & Hyde, J. S.(2014). Closing the social class achievement gap for first-generation students in undergraduate biology. *Journal of Educational Psychology*, 106(2), 375-389.
- Hayes, A. F.(2013). *Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-based Approach*. New York: Guilford Press.
- Hockerts, K.(2017). Determinants of social entrepreneurial intentions. *Entrepreneurship Theory and Practice*, 41(1), 105-130.
- Hockerts, K.(2018). The effect of experiential social entrepreneurship education on intention formation in students. *Journal of Social Entrepreneurship*, 9(3), 234-256.
- Hong, S., & Kim, B. K.(2023). How Do We Determine One's Social Status? Social Class Differences in the Perception of Social Status. *Korean Journal of Social and Personality Psychology*, 37(1), 45-68.
- Hossain, M. U., Arefin, M. S., & Yukongdi, V.(2024). Personality traits, social self-efficacy, social support, and social entrepreneurial intention: The moderating role of gender. *Journal of Social Entrepreneurship*, 15(1), 119-139.
- Howorth, C., Smith, S. M., & Parkinson, C.(2012). Social learning and social entrepreneurship education. *Academy of Management Learning & Education*, 11(3), 371-389.
- Hu, L. T., & Bentler, P. M.(1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1-55.
- Kickul, J., Mitra, P., Weaver, R. L., Orr, J., & Winkler, C.(2022). Special issue on social entrepreneurship education. *Entrepreneurship Education and Pedagogy*, 5(2), 186-191.
- Kim, A., Moon, C. W., Kim, S. K., Koh, Y. S., & Shin, J.(2020). An empirical investigation on the psychological antecedents of social entrepreneurship. *Entrepreneurship Research Journal*, 10(3), 20170129.
- Kim, K., Zong, K. S., & Yoon, H. C.(2023). Social Class and Potential Entrepreneurs' Social Entrepreneurial Intention: Underlying Mechanisms of Communal Narcissism and Social Entrepreneurial Identity Aspiration. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 18(5), 123-139.
- Koe Hwee Nga, J., & Shamuganathan, G.(2010). The influence of personality traits and demographic factors on social entrepreneurship start up intentions. *Journal of Business Ethics*, 95(2), 259-282.
- Kolb, A. Y., & Kolb, D. A.(2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.
- Kraus, M. W., Piff, P. K., & Keltner, D.(2009). Social class, sense of control, and social explanation. *Journal of Personality and Social Psychology*, 97(6), 992-1004.
- Kraus, M. W., Piff, P. K., Mendoza-Denton, R., Rheinschmidt, M. L., & Keltner, D.(2012). Social class, solipsism, and contextualism: how the rich are different from the poor. *Psychological Review*, 119(3), 546-572.
- Krueger Jr, N. F., Reilly, M. D., & Carsrud, A. L.(2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411-432.
- Kruse, P.(2020). Can there only be one?-an empirical comparison of four models on social entrepreneurial intention formation. *International Entrepreneurship and*

- Management Journal*, 16(2), 641-665.
- Lee, C., & Oh, H.(2017). An Effect of Compassion, Moral Obligation on Social Entrepreneurial Intention: Examining the Moderating Role of Perceived Social Support. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 12(5), 127-139.
- Lee, N., Park, S., & Kim, K.(2024). Psychological Predictors of Social Entrepreneurial Intention among Participants in Experiential Social Entrepreneurship Education: Learning Goal Orientation, Meaning at Work, Bottom-line Mentality Climate Perception. *The Journal of Korean Career Entrepreneurship & Business Association*, 8(2), 153-174.
- Lent, R. W., Brown, S. D., & Hackett, G.(1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79-122.
- Lepisto, D. A., & Pratt, M. G.(2017). Meaningful work as realization and justification: Toward a dual conceptualization. *Organizational Psychology Review*, 7(2), 99-121.
- Lieff, S. J.(2009). Perspective: the missing link in academic career planning and development: pursuit of meaningful and aligned work. *Academic Medicine*, 84(10), 1383-1388.
- Loignon, A. C., & Woehr, D. J.(2018). Social class in the organizational sciences: A conceptual integration and meta-analytic review. *Journal of Management*, 44(1), 61-88.
- Mair, J., & Martí, I.(2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41(1), 36-44.
- Mair, J., & Noboa, E.(2006). *Social entrepreneurship: How intentions to create a social venture are formed. Social entrepreneurship*. London: Palgrave Macmillan.
- Mair, J., Robinson, J., & Hockerts, K.(2006). *Social entrepreneurship*. London: Palgrave Macmillan.
- Martela, F., & Pessi, A. B.(2018). Significant work is about self-realization and broader purpose: Defining the key dimensions of meaningful work. *Frontiers in Psychology*, 9, 307096.
- Martela, F., & Steger, M. F.(2016). The three meanings of meaning in life: Distinguishing coherence, purpose, and significance. *The Journal of Positive Psychology*, 11(5), 531-545.
- Martin, S. R., & Harrison, S. H.(2022). Upward mobility, the cleft habitus, and speaking up: How class transitions relate to individual and organizational antecedents of voice. *Academy of Management Journal*, 65(3), 813-841.
- OK, J. W., Hyun, B. H., Chang, E. S., & Yang, J. M.(2020). A study on the effect of social support on entrepreneurial intentions and entrepreneurial behaviors: mediating effects of entrepreneurial self-efficacy and entrepreneurial intentions. *Asia-Pacific Journal of Business Venturing and Entrepreneurship*, 15(1), 151-165.
- Ostrove, J. M., Adler, N. E., Kuppermann, M., & Washington, A. E.(2000). Objective and subjective assessments of socioeconomic status and their relationship to self-rated health in an ethnically diverse sample of pregnant women. *Health Psychology*, 19(6), 613-618.
- Peredo, A. M., & McLean, M.(2006). Social entrepreneurship: A critical review of the concept. *Journal of World Business*, 41(1), 56-65.
- Podsakoff, P., MacKenzie, S., Lee, J., & Podsakoff, N.(2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.
- Politis, K., Ketikidis, P., Diamantidis, A. D., & Lazaras, L.(2016). An investigation of social entrepreneurial intentions formation among South-East European postgraduate students. *Journal of Small Business and Enterprise Development*, 23(4), 1120-1141.
- Pratt, M. G., & Ashforth, B. E.(2003). Fostering meaningfulness inworking and at work. *Positive organizational scholarship: Foundations of a new discipline*, 309, 327.
- Pyun, S. W.(2018). Revisiting the social class: Focusing on the conceptualization and measurement in psychology. *Korean Psychological Journal of Culture and Social Issues*, 24(1), 101-130.
- Qiang, R., Li, X., & Han, Q.(2021). The relationship between social class and generalized trust: the mediating role of sense of control. *Frontiers in Psychology*, 12, 729083.
- Rosseel, Y.(2012). lavaan: An R package for structural equation modeling. *Journal of Statistical Software*, 48(2), 1-36.
- Rosso, B. D., Dekas, K. H., & Wrzesniewski, A.(2010). On the meaning of work: A theoretical integration and review. *Research in Organizational Behavior*, 30, 91-127.
- Saebi, T., Foss, N. J., & Linder, S.(2019). Social entrepreneurship research: Past achievements and future promises. *Journal of Management*, 45(1), 70-95.
- Saegert, S. C., Adler, N. E., Bullock, H. E., Cauce, A. M., Liu, W. M., & Wyche, K. F.(2007). *Report of the APA Task Force on Socioeconomic Status*. Washington, DC: American Psychological Association.
- Seibert, S. E., Nielsen, J. D., & Kraimer, M. L.(2021). Awakening the entrepreneur within: Entrepreneurial identity aspiration and the role of displacing work events. *Journal of Applied Psychology*, 106(8), 1224-1238.
- Smith, I. H., & Woodworth, W. P.(2012). Developing social entrepreneurs and social innovators: A social identity and self-efficacy approach. *Academy of Management Learning & Education*, 11(3), 390-407.
- Steger, M. F., Dik, B. J., & Duffy, R. D.(2012). Measuring meaningful work: The work and meaning inventory (WAMI). *Journal of Career Assessment*, 20(3), 322-337.
- Stephan, U., Tavares, S. M., Carvalho, H., Ramalho, J. J., Santos, S. C., & Van Veldhoven, M.(2020). Self-employment and eudaimonic well-being: Energized by meaning, enabled by societal legitimacy. *Journal of Business Venturing*, 35(6), 106047.
- Stephens, N. M., Markus, H. R., & Fryberg, S. A.(2012). Social class disparities in health and education:

- reducing inequality by applying a sociocultural self model of behavior. *Psychological Review*, 119(4), 723-744.
- Tan, L. P., Le, A. N. H., & Xuan, L. P.(2020). A systematic literature review on social entrepreneurial intention. *Journal of Social Entrepreneurship*, 11(3), 241-256.
- Tan, L. P., Pham, L. X., & Bui, T. T.(2021). Personality traits and social entrepreneurial intention: the mediating effect of perceived desirability and perceived feasibility. *The Journal of Entrepreneurship*, 30(1), 56-80.
- Thompson, E. R.(2009). Individual entrepreneurial intent: Construct clarification and development of an internationally reliable metric. *Entrepreneurship Theory and Practice*, 33(3), 669-694.
- Townsend, S. S., Stephens, N. M., Smallets, S., & Hamedani, M. G.(2019). Empowerment through difference: An online difference-education intervention closes the social class achievement gap. *Personality and Social Psychology Bulletin*, 45(7), 1068-1083.
- Tracey, P., & Phillips, N.(2007). The distinctive challenge of educating social entrepreneurs: A postscript and rejoinder to the special issue on entrepreneurship education. *Academy of Management Learning & Education*, 6(2), 264-271.
- Tran, A. T., & Von Korflesch, H.(2016). A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, 10(1), 17-38.
- Tu, B., Bhowmik, R., Hasan, M. K., Asheq, A. A., Rahaman, M. A., & Chen, X.(2021). Graduate students' behavioral intention towards social entrepreneurship: Role of social vision, innovativeness, social proactiveness, and risk taking. *Sustainability*, 13(11), 6386.
- Twenge, J. M., & Campbell, W. K.(2002). Self-esteem and socioeconomic status: A meta-analytic review. *Personality and Social Psychology Review*, 6(1), 59-71.
- Yamini, R., Soloveva, D., & Peng, X.(2022). What inspires social entrepreneurship? The role of prosocial motivation, intrinsic motivation, and gender in forming social entrepreneurial intention. *Entrepreneurship Research Journal*, 12(2), 71-105.
- Zhao, H., Seibert, S. E., & Hills, G. E.(2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265-1272.

## 사회적 창업교육 장면에서의 일 의미감 경험은 사회적 창업 효능감과 의도를 증진하는가?: 객관적 및 주관적 사회계층의 조절효과를 중심으로\*

김가원 (서울대학교 심리학과 조교수)\*\*  
박서영 (서울대학교 심리학과 석사과정)\*\*\*  
이나연 (서울대학교 심리학과 석사과정)\*\*\*\*  
구지현 (서울대학교 심리학과 석사과정)\*\*\*\*\*  
윤희찬 (서울대학교 심리학과 석사과정)\*\*\*\*\*

### 국문요약

체험형 사회적 창업교육은 실제 사회적 창업활동 경험을 제공함으로써 사회적 기업 창업에 대한 참가자의 심리사회적 이해를 촉진할 수 있다. 본 연구는 체험형 사회적 창업교육 장면에서 참가자가 경험한 일 의미감에 주목하여 일 의미감이 사회적 창업 효능감과 사회적 창업 의도 형성에 미치는 영향을 검증하였다. 또한 진로결정에 있어 주체성의 역할을 강조하는 사회인지진로이론에 기반하여 일 의미감과 사회적 창업 효능감 간 관계에서 사회적 창업 교육 참가자의 사회적 계층이 미치는 조절효과를 탐색하였다.

국내 체험형 사회적 창업 교육에 참여 중인 대학생을 대상으로 두 시점에 걸쳐 조사를 시행하였다. 145명에 대한 자료를 분석한 결과, 첫째, 일 의미감과 사회적 창업 효능감 간 유의한 정적 관계가 확인되었다. 둘째, 교육 참가자의 객관적, 주관적 사회계층 지표가 낮을수록 일 의미감과 사회적 창업 효능감 간 정적 관계가 강화되었다. 셋째, 일 의미감은 사회적 창업 효능감 향상을 매개로 교육 참가자의 사회적 창업 의도 형성을 증진하였으며 해당 간접효과는 교육 참가자의 객관적, 주관적 사회계층 지표가 낮을수록 강하게 나타났다.

본 연구의 의의는 다음과 같다. 첫째, 창업교육 장면에서 일 의미감의 효과를 검증함으로써 체험형 창업 활동에 수반되는 주관적 심리적 경험의 중요성을 밝혔다. 둘째, 일 의미감과 사회적 창업 의도 간 관계에서 사회계층과 사회적 창업 효능감의 조절된 매개효과를 탐구하여 사회적 창업 진로 결정에서 주체성의 역할과 그 변화가능성을 조명하였다. 마지막으로 일 의미감 경험 조성을 통해 다양한 배경의 후속세대 창업가를 육성할 수 있는 포용적 사회적 창업교육 프로그램 설계 방안에 대한 실용적 함의를 제공하였다.

핵심주제어: 체험형 사회적 창업교육, 사회적 창업 효능감, 사회적 창업 의도, 일 의미감, 사회계층

\* 이 연구는 서울대학교 신입교수 연구정착금으로 지원되는 연구비에 의하여 수행되었음 #200-20210018.

\*\* 주저자, 교신저자, 서울대학교 심리학과 조교수, kawon@snu.ac.kr

\*\*\* 공동저자, 서울대학교 심리학과 석사과정, pyoung98@snu.ac.kr

\*\*\*\* 공동저자, 서울대학교 심리학과 석사과정, leeny0423@snu.ac.kr

\*\*\*\*\* 공동저자, 서울대학교 심리학과 석사과정, koojh3340@snu.ac.kr

\*\*\*\*\* 공동저자, 서울대학교 심리학과 석사과정, jack5yoon@snu.ac.kr