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Developing social entrepreneurial intention: An intervention study in Thailand

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DEVELOPING SOCIAL ENTREPRENEURIAL INTENTION:

AN INTERVENTION STUDY IN THAILAND

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by

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I hereby declare that this Doctor in Business Administration dissertation is my original work and it has been written by me in its entirety. I have duly acknowledged all the sources of information which have been used to write this dissertation.

This Doctor in Business Administration dissertation has not also been submitted for any degree in any university previously.

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ABSTRACT

Developing Social Entrepreneurial Intention:
An Intervention Study in Thailand

By Kanyaporn Skutalakul

Social entrepreneurs are key players that could potentially create new initiatives and long-term solutions for our world to sustain the predicted forthcoming crises of overconsumption. Our world needs both kinds of entrepreneurship, both social and business, to collaboratively stimulate growth in a more balanced manner; however, the creation of social entrepreneurs at a higher rate of success and diffusion remains a challenge. This research proposed a number of new antecedents of social entrepreneurial intention (SEI) that were suggested by an exploratory study. The research was conducted in the context of Thailand and was designed to investigate the effects of different interventions on the relationships between SEI and its antecedents through a selected social entrepreneurship training program. This research effort lends support to the concern that the wholesale adoption of for-profit entrepreneurship practices may have overlooked some of the essential engines that could drive the level of commitment and resilience of potential social entrepreneurs.

Two studies were conducted. The first study was a series of semi-structured interviews. Findings from these interviews led to a newly proposed model of SEI formation for the Thailand context. A second study was done employing a quantitative survey to investigate the effects of three types of training interventions (skill-based learning, community-based learning, and a hybrid of the two) on the intentions of would-be social entrepreneurs.

Three insightful findings of this research were put forth: 1) Overcoming the early stage of venture formation, which is comprised of risk-taking capability and innovativeness, is crucial in increasing the social entrepreneurial intention of the would-be social entrepreneurs. 2) Perceived risk-taking capability is the most important predictor of social entrepreneurial intention. 3) Community-based learning has a positive moderating effect on the impact of risk-taking capability on social entrepreneurial intention, while skill-based learning has a negative moderating effect at such an early stage of social entrepreneurship. Within the Thai context, relationships with communities played an important role in potentially accelerating the risk-taking ability of would-be social entrepreneurs to engage in a social venture. In contrast, greater awareness of problems and solutions reduces risk-taking intention, and in-turn, reduces social entrepreneurial intention. This study contributes to the body of research on the antecedents that effect the development of social entrepreneurs and the potential efficacy of training interventions.

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"Two roads diverged in a wood, and I took the one less traveled by, and that has made all the difference."
– Robert Frost

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1   Introduction

The world population is exponentially growing, which in turn has a tremendous effect on our planet regarding resources. Next to governments' efforts, the business sector strives to be part of the solution. More and more companies are founded out of motivations of sustainability; however, such motivations may be surpassed by the still growing need of business to grow while optimizing the economy of scale to serve their bottom-line profit. This is a dilemma often encountered, profit optimization versus long-term sustainability. Mainstream for-profit entrepreneurship has gained tremendous research attention as it is considered as a key growth driver of the world economy. However, our world needs both kinds of entrepreneurship, commercial and social, to collaboratively stimulate growth in a more balanced and sustainable manner. Social entrepreneurship is an important field of study that is rapidly undergoing a period of renewed research attention to help increase the success rates of ventures and the number of social entrepreneurs. The poor success rates of social entrepreneurship undertakings have been alarmingly challenging. This research investigates whether the wholesale adoption of for-profit entrepreneurship practices may have overlooked some of the essential engines that could drive the level of commitment and resilience of potential social entrepreneurs.

1.1 What is the Problem?

Globally, life expectancies have grown, consumption rates have skyrocketed, and business has expanded exponentially, while world resources are still limited. The United Nations has predicted that by 2050, world population will be approaching 9.7 billion (from 7.7 billion in 2020). Numerous commentators and public officials have expressed concerns that the world will be consuming the resources at a rate that this planet can no longer sustain. Such dire predictions, however, are not new or unprecedented. In 1798, Malthusianism predicted a similar crisis that population would outpace agricultural production, resulting in poverty and depopulation, which actually never happened. Such predictions are often made with an ignorance of the potential impacts of innovation and technology. Instead, the world has come to realize that changes in the level of technology can dynamically, in fact, increase standard of living (Ashraf & Galor, 2011). For instance, innovative advances have led to India, among the fastest growing populations on the planet, becoming a net food exporter despite its exponential population growth and ascending population density. Nevertheless, the controversial question of whether the world can avert the forthcoming predicted crises has brought pressure on future change makers. They have been urged to keep in mind both the long-term sustainability of their solutions as well as the economic imperative as they craft innovative strategies.

Entrepreneurship has always been an important growth driver of the world economy. While Schumpeter's (1943) entrepreneurship theory spurred research around topic of entrepreneurship as a driver of economic growth, social entrepreneurship (SE) has led social development in ways that spotlighted the need for sustainable social models (Ebrashi, 2013). Said more succinctly, social entrepreneurs focus more on the creation of social impact and social change

(Nicholls, 2006), while most business entrepreneurs focus on the creation of new ventures to produce profits (Schumpeter, 1943). Although recent developments in entrepreneurship have considered social well-being as well as sustainability, what differentiated social entrepreneurship was its primary focus on achieving a social mission which was explicit and a central driving force (Austin, 2006). Such a focus could potentially lead to new outcomes of entrepreneurship other than profit as the driving incentive. In short, social entrepreneurship could be one of key drivers in solving the problem of overconsumption and balancing the sustainable growth of commercial and social means, in addition to its other social, environmental, and societal change benefits.

1.2 The Opportunity

Social entrepreneurship is an important field of study that is rapidly undergoing a period of renewed intellectual, pragmatic, and managerial scrutiny as it develops. For would-be social entrepreneurs, the path towards success is still unclear and the guidance is limited since it is still new and emerging area of inquiry when compared to long-established interest in for-profit entrepreneurship. Often due to size, sophistication, and the local problem-solving nature of the ventures, the sample of social entrepreneurs for us to study has been limited. Moreover, without a significant payoff in the future, some social entrepreneurs gave up along the process when confronted with difficult realities of starting and operating. Like for-profit ventures, social entrepreneurs required a significant commitment and intention to go through with their entrepreneurial journey, yet often without a rewarding financial incentive at the end. Perhaps, there would be more social entrepreneurs if we all could understand how to influence their attitudes, behaviors, and social entrepreneurial intention to start a social venture at the early stage of development. Bornstein & Davis (2010) claims,

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"The world needs both kinds of entrepreneurship, social and business, to collaboratively stimulate growth in a new way with both economic and social impact to help progress this world in a balanced manner."

While the claims of Bornstein & Davis (2010) may be self-serving as a justification for more research in this area, the broader questions revolved around the need for different insights into the motivations of social entrepreneurs and the development of different theories for understanding the efficient and effective use of resources to initiate socially motivated enterprises. This research intended to review a series of potential factors that could motivate social entrepreneurs to improve both commitment and performance.

Social entrepreneurship has gained significant recognition in many countries around the world; however, the diffusion of social venture creation has been limited. According to the Global Entrepreneurship Monitor (GEM) report on social entrepreneurship, the global rate of commercial entrepreneurs' creation averaged 7.6% in comparison to the rate of social entrepreneurs' creation of 3.2% (Bosma et al., 2015). The mentioned research also stated that during the nascent stage of social enterprise formation, about 65% of the people dropped out from their ambition to continue operating as social entrepreneurs. Understanding how and where the triggers are in enhancing social entrepreneurs to stay on course with their journey and to cross the chasm towards success could be profound in stimulating the rate of social entrepreneurship in this world.

1.3   Why Thailand?

Thailand is one of the countries in Southeast Asia with an expressed intention to create a future ecosystem for social entrepreneurs. Over the past several decades, social entrepreneurship has received some attention from academics. The most concrete development has been the Thai Government's enactment of the Royal Decree on Tax Exemption of Social Enterprise in 2018, which offered tax incentives at reduced level for social enterprises. There have also been efforts to create more social entrepreneurs by various sectors yet challenges still remain. Thailand's rate of new social entrepreneurs' creation was at 2.2%, as compared to the global rate of 3.2% (Bosma et al., 2015). More research is needed to provide a deeper understanding of the antecedents of social entrepreneurship in Thailand, thus the indicators also suggested that Thailand has a gap in this area.

The principal researcher of this study is based in Thailand and has been in the field of social entrepreneurship for the past 10 years, with access to different program organizers that tried to create training programs to create new social entrepreneurs and assist would-be entrepreneurs in their journeys. Unfortunately, on the ground, personal observations indicate mixed and inconclusive impact to such training investments. Despite the fact that many organizations have tried to organize various types of training to stimulate the creation and growth of new social entrepreneurs, little has been done to study the actual impact of their trainings. These efforts often provide the basis of natural experiments as various interventions are undertaken. Unfortunately, the lack of scientific methodology applied to these interventions limits the resulting prescriptive wisdom of the efforts. That is, hypotheses generation, data collection integrity, sample balancing, and controlling of extraneous factors are overlooked when initiating many of these programs. And the validity of resulting findings could be dubious. The researcher believes that by employing

rigorous scientific methods to these vast undertakings, we can begin to develop meaningful and reliable insights that can assist in developing prescriptive advice for the vulnerable start-up phase of social entrepreneurs. It is hoped that the plight of the social start-ups could be better analyzed, and thus more fitting interventions could be designed to deepen social entrepreneurial intention. The end result would be to provide prescriptive guidance on the factors that influence and enable social entrepreneurs to survive, overcome barriers, and to take action to pursue social entrepreneurial opportunities with greater commitment and enhanced performance.

1.4   Contribution summary

This research aimed to make useful implications at different levels. Firstly, it attempted to identify the plausible missing antecedents in the Thai context to enhance the diffusion of social entrepreneurs' creation; thus, for program organizers, it could deepen our current understanding on how the creation of social entrepreneurs could be accelerated with interventions in training programs. Secondly, the findings could be useful for researchers to further explore the relationship between each individual antecedents of social entrepreneurship with moderators from different context that are most relevant to them. This study is also designed to investigate how cultural factors could create a different impact on outcomes under different contexts. Third, this research could provide guidance for practitioners regarding the importance of social entrepreneurial intention and how deepening such intention could help nascent social entrepreneurs overcome their early stage thus enhancing greater success rate in the long run. If successful, this research could aid practitioners and policy makers alike in asking what kind of support and initiatives should be designed to influence those intentions given different context and cultural background.

1.5   Dissertation structure

This dissertation is organized into the following chapters.

Chapter 2 provides a review of literatures related to the background of social entrepreneurship, the challenges of social entrepreneurship especially at the early stage, and a review of social entrepreneurship development in Thailand.

Chapter 3 starts with the formation on an initial model to be tested in this research, its alteration to fit the Thai context, and proposes a conceptual model and hypotheses development. Such proposed model is derived from the adaptation of a social entrepreneurship training program and the theoretical foundations behind the antecedents leading to the social entrepreneurial intention, which is the outcome or dependent variable of the model.

Chapter 4 presents the research methods, which were utilized in 2 studies: 1) Study 1 consisted of a series of semi-structured interviews. These were used to develop an understanding of the language employed in this domain, the potential validity of the proposed model, and to pose exploratory questions to see if the researchers or literature review had missed important or significant constructs.   2) Study 2 involved the development of a questionnaire to enact a confirmatory study of the proposed hypotheses. In each study, the method, sample, and procedures are discussed and followed by the results and analysis for each hypothesis.

Chapter 5 then presents an analysis of research findings and a discussion of those findings, as well as the contribution of this research as well as its limitations. Finally, Chapter 6

concludes the dissertation and provides future direction for research based on social entrepreneurship.

2   Literature Review

2.1   Background on Social Entrepreneurship

Social entrepreneurship has made its own history in terms of definition and practice. The term "social entrepreneur" was first mentioned by Joseph Banks in 1972 (Ebrashi, 2013) during his seminal work, where he introduced the term to describe the need to use managerial skills to address social problems as well as to address business challenges. In 1980, Bill Drayton founded Ashoka, an organization dedicated to finding, fostering, and supporting social entrepreneurs' practices. Drayton believed that social entrepreneurs are individuals with innovative solutions to society's most pressing social problems (Bornstein, 2007). After Ashoka, there were several foundations that started to emerge in efforts to create more social entrepreneurs in the world. The Arab World program was founded in 1986 to support the starting up of social entrepreneurs in the Arab region, while the Schwab Foundation for Social Entrepreneurship started off in 1998, based in Switzerland, and expanded its social innovation program around Europe. A more recent establishments in the 2010s were the Youth Social Entrepreneurs' Forum and Youth Action Net, which focused on young social entrepreneurs under 25 years old and those between 19-29, respectively.

Despite the creation of multiple institutions intended to promote social entrepreneurship in different parts of the world, social entrepreneurship remains an emerging field both in terms of the number of social entrepreneurs and the research attention it has garnered compared to mainstream for-profit (commercial) entrepreneurs. The research and terminology are still in a state of basic development, for instance, social entrepreneurship still means different things to different researchers. Mair & Martí (2006) suggested that we tend to view social

entrepreneurship broadly as a process of innovative use and combination of resources to pursue opportunities to catalyze social change as well as address social needs. Social entrepreneurship theories have largely been constructed and built upon a foundation of constructs and approaches utilized in mainstream entrepreneurship in combination with social movement theory (Alvord et al., 2004). Seelos & Mair (2005) defined social entrepreneurship as the new model of entrepreneurship that provides products and services catering to the social needs, in support of sustainable development goals (SDGs), the basic human needs that the existing markets and institutions have failed to satisfy.

"Each person is a unique individual. Hence, psychotherapy should be formulated

to meet the uniqueness of the individual's needs, rather than tailoring

the person to fit the Procrustean bed of a hypothetical theory of human behavior."

- *Milton H. Erickson*

While claiming the moral high ground, the need to contribute to society has served as an impetus for much research in this area; the success rates from social entrepreneurship have not been particularly encouraging even with generous government subsidies and NGO backing. Perhaps more alarming, the success rates are not improving. The genesis of this research undertaking has come from the principal researcher's career in engaging with these socially minded entrepreneurial communities and the concern that the wholesale adoption of for-profit entrepreneurship practices may overlook, or deemphasize, the very engine that drives this community. Perhaps we have created a procrustean bed of sorts for this emerging field and rather

than adapt the bed, we have chopped off the travelers' legs to fit the bed. Stated differently, the use of profit as a catalyst may actually limit the entrepreneurial intentions or usefulness of instructions.

2.1.1   Distinction from Commercial Entrepreneurs

The supposed core of the entrepreneurial mission has stemmed from Schumpeter's entrepreneurship theory which asserted that the main impetus behind the creation of new ventures was to produce profits. Coming from an economics background this would seem to be a plausible point of origin, or more frankly stated a "rational decision." Schumpeter (1943) stated that entrepreneurship is 'the carry out of new combinations' in discovering the match between needs and resources through an innovative venture for growth; such new combination is the same regardless of where it takes place. Therefore, there is room to define entrepreneurship under different context and with different outcomes, yet it is important to understand the fundamental differences between social entrepreneurs and the mostly studied commercial entrepreneurs.

According to Prabhu (1999), these entrepreneurial ventures are different in several aspects: First, social entrepreneurs are driven by different motivations to discover and exploit a distinct category of opportunities that could contribute to social change. Second, the way social entrepreneurs pursue opportunities might diverge from typical business approaches, and third, the outcomes social entrepreneurs aimed for, which often involve both social and economic aspects. So, they are mainly different in terms of the social characteristics of social entrepreneurs, the type of opportunities they pursue, and the outcomes of their performance measurement (Mueller et al., 2013).

2.1.2 Types and staging of Social Entrepreneurship

According to Mair, Robinson, et al. (2006), who wrote a comprehensive book on the topic, the concept of social entrepreneurship is recognized in practice by four major types of activities: 1) Individuals devoted to make a difference with their social mission 2) Social purpose business ventures aimed to add for-profit motivations to a non-profit sector 3) New types of philanthropists supporting social venture and capital-like investment portfolio with a social mission 4) Nonprofit organizations that are reinventing themselves by drawing on lessons learned from the business world. Consequently, the antecedents leading the different types of social entrepreneurship would be different since they emanate from a different origin and context. Given the different starting point, the context, and nature of the enterprise, it would not be surprising if the entrepreneurs were to pursue widely divergent goals at the end.

In terms of context on social entrepreneurship research, social entrepreneurship could be categorized in 3 stages. 1) The Early Stage, or rather the new venture creation process. In this phase, the challenges faced by the social startups and the sustainability of social venture are crucial to study as well as the very reason why individuals or enterprises would like to enter this stage in the first place (Ebrashi, 2013). Succinctly stated, research viewing the new venture creation process has largely focused on the questions of why do we start such ventures? and what are some of the best practices entrepreneurs could follow to overcome their initial vulnerability as they establish the operations for the venture.

2) The Growth and Scaling Up Stage, for which strategy, structure and outcomes would play a significant role for growth (Robinson, 2006). Lastly, 3) The International

Ventures Stage, where the social ventures thought of operating in different national and institutional contexts. Integrating sustainability with contribution to global SDGs may be more relevant for this stage, as their standings were more established in the field, i.e. Ashoka (Seelos & Mair, 2005). It is important for social entrepreneurship development to take into consideration the types and staging of social entrepreneurs under different context for the pathway of development and evaluation could be different.

2.2　Challenges of Social Entrepreneurship

2.2.1　Common Difficulties

In a social entrepreneurial venture, social value is the primary objective while economic value creation is often the by-product that allows the venture to achieve sustainability and self-sufficiency (Seelos & Mair, 2005). Although it is possible to measure the efforts spent by social entrepreneurs, the social value creation and the social impact, resulting from their actions, are far more complex to track than a simple profit and loss statement which follows Generally Accepted Accounting Principles (GAAP). Lacking uniform measures of success, it is not surprising that the definition of social impact varies from organization to organization (Rykaszewski et al., 2013).

The Global Entrepreneurship Monitor (GEM) report on social entrepreneurship 2015 studied 167,793 adults in 58 economies and attempted to construct a broad measure of social entrepreneurial activity as well as the narrow measure (Bosma et al., 2015). The broad measure considered the individuals engaging in any kind of activity, organization or initiative, that has a particularly social, environmental, or community objective. Alternatively, the narrow measure

considered the activities that prioritized social and environmental value over financial value and already operated in the market by producing goods and services, which were available in 31 economies. The prevalence of broad social entrepreneurial activity among nascent social entrepreneurs in the start-up phase across 58 GEM economies was 3.2%, ranging from 0.3% (South Korea) to 10.1% (Peru). By comparison, the rate of commercial entrepreneurship averaged at 7.6% in the world, more than twice that of social entrepreneurs. Looking into the narrow measure of social entrepreneurship for which organizations must be driven by social value creation as a main priority and already in operational phase, the average prevalence rate of narrow entrepreneurial activity among nascent social entrepreneurs in their start-up phase across 31 GEM economies was only at 1.1%. The prevalence rate between engaging in the start-up of social entrepreneurial activity (broad) and taking actions in operating a venture in a more committed manner (narrow) has dropped from the average of 3.2% to 1.1%. These figures indicated that the course of social entrepreneurship may not be optimistically straight forward for the nascent social entrepreneurs.

Bosma et al. (2015) suggested that based on the GEM global survey on social entrepreneurship, there was pressure from social entrepreneurs themselves to try to measure their impact on society and social value so they could monitor if they were on track in fulfilling their social goals; however, more knowledge on determinants that lead to higher levels of social entrepreneurship activity was lacking. Moreover, an identification of the how and where the triggers are for entrepreneurs to stay on course with their social mission could be helpful in boosting the rate of diffusion of social entrepreneurship.

2.2.2 Importance of Behavioral Intention

Social entrepreneurship can be a particularly difficult and tiring path as it demands that social entrepreneurs diffuse key elements of different logics together, although they may have little in common or may even be in conflict (Tracey et al., 2011). That is, the entrepreneur needs to impart social mission information as well as principles of organizational efficiency, effectiveness, leadership, operational excellence, etc. This complexity is further amplified because of the markets and contexts in which it is implemented, since social entrepreneurship is widely believed to emerge in contexts where markets are perceived to have failed related stakeholders or where there were significant institutional voids (Mair & Martí, 2006; Miller et al., 2012). Even in contexts where the support infrastructure for social entrepreneurship exists, social entrepreneurs are required to engage with their relevant stakeholders, which could come from various private and public segments. Besides the co-creation with multiple stakeholders, other distinctive skills of social entrepreneurs are the ability to induce behavioral change and educate target groups and to develop solutions that aim to address the root cause of a social problem (Mueller et al., 2013).

Given the challenges of social entrepreneurship, especially for those in the start-up phase, it is worthwhile to explore what could get them through the initial phase of vulnerability in starting up their venture. In psychological literature, intentions have been shown to be the best predictor of planned behavior, particularly when such behaviors are rare, hard to observe and involve unpredictable time lags. Actually, starting a venture is the type of planned behavior that behavioral intention is ideally suited to be useful in understanding venture formation, both for commercial entrepreneurs and social entrepreneurs (Krueger et al., 2000; Mair & Noboa, 2006).

Much research emanates from two intention-based models in terms of their ability to predict entrepreneurial intentions: Ajzen's theory of planned behavior (TPB) and Shapero's model of the entrepreneurial event. Ajzen suggested that intentions depend on perceptions of personal attractiveness, social norms, and feasibility, while Shapero specifically stated that entrepreneurial intentions rely on the perceptions of personal desirability, feasibility, and propensity to act, which results in behaviors (Krueger et al., 2000; Krueger & Carsrud, 1993).

Understanding behavioral intention of the individual may help us to understand a phenomenon, for this instance, social entrepreneurship. Understanding the antecedents of intentions increases our understanding to ignite the intended behavior; the behavioral intention model can describe how social entrepreneurial training molds intentions in subsequent social venture creation. In its simplest form, intentions predict behavior, and certain attitudes predict intention; thus, intentions serve as a conduit to better understanding the action itself (Ajzen, 2012).

2.3 Social Entrepreneurial Intention (SEI) Formation

2.3.1 Model of Social Entrepreneurial Intentions

While research on social value creation is emerging, many researchers have studied the traits and characteristics of social entrepreneurs. However, limited research has been done on how to make people change their behaviors to become social entrepreneurs or how to train them to become one. Mair & Noboa (2006) developed a comprehensive model of Social Entrepreneurial Intentions, combining Ajzen's theory of planned behavior and Shapero's model of entrepreneurial event together. In particular, investigators looked at how behavioral intentions to create a social enterprise get formed and the antecedents leading to such intention that were

differentiated from commercial entrepreneurs. While perceived desirability and feasibility are key antecedents leading to the starting of new business ventures, social entrepreneurship is influenced similarly yet the factors leading to such key antecedents tend to be different (Baierl et al., 2014; Mair et al., 2006).

Mair and Noboa's model (Figure 1) suggested that empathy and moral judgment positively influence the perceived desirability of social entrepreneurship while self-efficacy and social support act as enablers and positively influence perceived feasibility of social entrepreneurship. There were many empirical studies in different countries that looked into the different levels of influence of these four factors (empathy, moral judgment, self-efficacy, and social support) on behavioral intentions in becoming social entrepreneurs. This model is particularly useful in studying the behavioral intention for social entrepreneurship in individuals, for which this research believes that prolonged behavioral change and commitment could lead to sustaining social entrepreneurial practices in the long run. Observations on behavioral change and social entrepreneurial intentions of individuals are hypothesized to be crucial outcomes of this research.
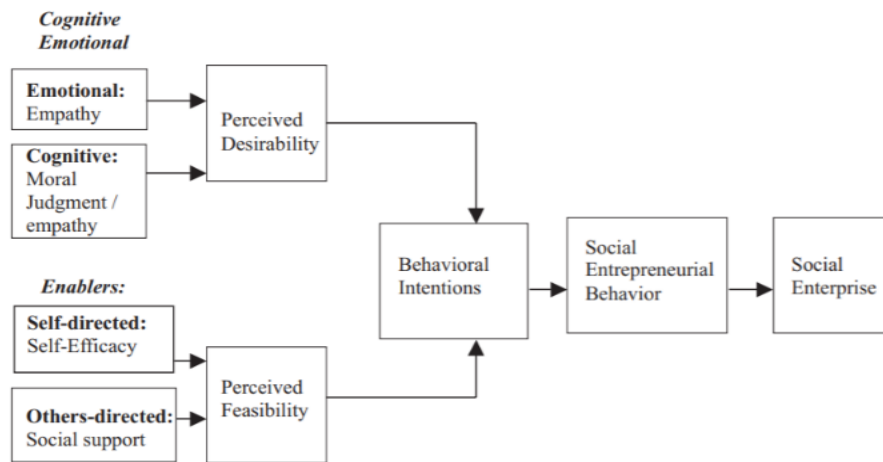
Figure1: *Mair and Noboa's model of Social Entrepreneurial Intention (SEI)*

2.3.2   Empirical studies on antecedents of SEI

Mair and Noboa's model of social entrepreneurial intentions received 348 citations as of March 2022 since their first publication in 2006. Researchers in the field of social entrepreneurship have recognized in different empirical studies that empathy, moral judgment, self-efficacy, and social support to be key determinants of social entrepreneurial intentions.

Ip et al. (2017) studied 252 university students in Hong Kong on their social entrepreneurial intentions and discovered that perceived social support was the most prominent antecedent, followed by empathy and prior experience with social problems. Moral obligation was revealed to be negatively associated with social entrepreneurial intentions for Hong Kong university students.

Akter et al. (2020) conducted an empirical study on 320 social entrepreneurs actively working in the health, education, and micro finance sectors in Bangladesh and found that self-efficacy is key to influence social entrepreneurial behaviors, followed by moral obligation, innovativeness, social support, and empathy.

Duong et al. (2021) conducted an online survey of 685 undergraduate students from different universities in Vietnam and discovered that empathy has very strong impact on social entrepreneurial intention, followed by self-efficacy and social support. Their findings supported the notion that a link between moral obligation and social entrepreneurial intention was not significant for Vietnamese university students.

Hossain (2021) studied 336 Bangladeshi university students with an average age of 23 and found positive influence of self-efficacy, locus of control, risk-taking, prior experience with social works, and empathy on the students' social entrepreneurial intention.

Tiwari et al. (2017) in a survey of 390 students of premier technical universities in India found that creativity showed the strongest positive relationship with social entrepreneurial intention, followed by emotional intelligence and moral obligation.

Cavazos-Arroyo et al. (2017) studied 745 low-income residents in Mexico who expressed interest in initiating social entrepreneurship venture; results showed that social innovation orientation, attitude towards social entrepreneurship, self-efficacy, and subjective norms were identified as positive predictors of social entrepreneurial intentions.

Different empirical studies have reflected different key findings based on their context as well as the samples that were selected. The six studies mentioned, which were conducted in different settings, are the more recent studies that investigated the antecedents of social entrepreneurial intention. While this research also intends to focus also on social entrepreneurial intention, what makes it interestingly different from previous studies, especially for Thailand, is that this research is not limited to students or those who are already social entrepreneurs but intends to focus on those individuals from diverse background who expressed interest to be groomed towards becoming social entrepreneurs. Analysis on how their social entrepreneurial intentions were or were not shifted could help identify what kind of interventions would work well for Thais.

2.4 Social Entrepreneurship in Thailand

2.4.1 Progress of Development

As noted above, according to the GEM report on social entrepreneurship 2015, the prevalence rate of social entrepreneurial activity in Thailand was at 2.2% compared to the world average of 3.2%. Although the concept of social entrepreneurship began in Thailand in the 1970s; it has not been widely known of or understood. In its early years, social entrepreneurship in Thailand could be found in the form of co-operatives, community funds, foundations, associations, and a community's small businesses. A well-known pioneer of the 1970s era was the Cabbages & Condoms foundation. Originally begun to attract attention to rising HIV rates and a reproductive health crisis, the Cabbage and Condoms foundation now operates as a chain of restaurants and inns in multiple locations around Thailand. All profits from the foundation are used to support community health programs, educational outreach and rural development projects. Throughout the decades, the types of social entrepreneurship that started to emerge in Thailand were community-based social enterprises, non-governmental organizations, social enterprises created by the government or state enterprises, social enterprise started by individuals, and social ventures by for-profit business (Thiemboonkit, 2013).

The promotion efforts by the Thai government for creating an ecosystem of development for social entrepreneurship in Thailand concretely started in 2010, with the establishment of Thailand Social Enterprise Office (TSEO). TSEO was set up under the Thai Health Promotion foundation and the enactment of the regulation of the Prime Minister's Office on Thai Social Enterprise Promotion A.D. 2011. TSEO was also the major driving force in the launch of the Royal Decree on Tax Exemption of Social Enterprise in 2016. Such a decree offered

tax incentives of up to 100 percent for organizations that meet the definition of social enterprise specified by the decree (Le, 2019). To be eligible for the tax exemption, such social enterprises must be registered under Thai law, carry out its operation by offering goods and services aimed at solving social problems, and invest at least 70 percent of its profits to its social mission or benefiting the disadvantaged groups in Thai society. In 2018, the decree has been passed into a new law coupled with the establishment of National Social Enterprise Office and Social Enterprise Fund. This is the most recent attempt by Thai government to hopefully encourage the emergence of more social entrepreneurs.

2.4.2   Development Gap in Thailand

Although the Thai government has the best of intentions to create a future ecosystem for social entrepreneurs and the private sector have also tried to create more social entrepreneurs to be present in Thailand by organizing training programs on social entrepreneurship, numerous challenges still remain. If progress is to be made on closing these gaps, several key steps need to be looked at: 1) A deeper understanding on the antecedents of social entrepreneurship in Thailand 2) Design of the development glidepath for the social entrepreneurial journey of Thais and 3) Innovative initiatives in nurturing and supporting the Thai social entrepreneurs through the uncertain and vulnerable start-up phase, the scaling up phase, and the phase to make those social ventures sustainable. Thailand still lacks a comprehensive framework and more cohesive collaboration from different multi-functional sectors in the society to make it happen successfully and sustainably.

This research aims to make a contribution to deepen the understanding of the possible antecedents and accelerating interventions to increase the social entrepreneurial intention of potential Thai social entrepreneurs. With 10 years of experience in promoting social entrepreneurship activities in Thailand, the principal researcher is convinced that the design of process to better develop new Thai social entrepreneurs with potentially higher success rate should come from understanding the antecedents and triggers to solidify thus deepen social entrepreneurial intention of Thais. So, with those individuals' intentions, they can thrive to survive through the vulnerable nascent stage of social entrepreneurship, overcome the potential barriers, and decide to take action to pursue social entrepreneurial opportunities to solve actual social problems in Thailand with commitment despite of difficulties along their journey.

2.4.3 Potential Social Entrepreneurial Intention Formation Model for Thailand study

This research attempts to extend Mair and Noboa's model of social entrepreneurial intention to fit the Thai context. The difference between this research and other empirical studies that utilize such model is its focus on studying the social entrepreneurial intention of participants going through a training program. Based on a thorough review of the research conducted to date, the researcher would like to firstly extend the model to include the possible antecedents that could help enhance the intention of Thais at the very early stage of social entrepreneurship adoption to craft out the initial SEI formation model. However, this initial model would be further modified to fit with the nature of the training program selected for this research.

Social entrepreneurial orientation (SEO) and background experience have been identified through previous studies as the first two possible groups of antecedents leading to increased social entrepreneurial intention. Their selection is based on both their relationships with intention in theory as well as their strong correlation to increase social entrepreneurial intention in other empirical studies as mentioned in section 2.3.2.

2.4.3.1   SEO: Social Entrepreneurial Orientation

In the field of entrepreneurship, entrepreneurial orientation (EO) is comprised of innovativeness, proactiveness, and risk-taking characteristics of individuals and firms, is positively associated with firm performance; there has been considerable research evidence that suggested that high EO led to better firm performance (Anderson et al., 2015; Rauch et al., 2009). However, the logic of social entrepreneurship is more complex in terms of performance measurement and it often involves multiple stakeholders in determining the outcomes under different context. Alarifi et al. (2019) examined the relationship between social entrepreneurial orientation (SEO) and social entrepreneurs' performance in terms of satisfaction of beneficiaries (customers, donors, staff, and volunteers), operations' efficiency, attainment of social goals, and ability to adapt to changing environments while maintaining its mission; their findings offer support for hypotheses that innovativeness and proactiveness, but not risk-taking, are positively associated with social entrepreneurs' performance.

Kraus et al. (2017) have studied that in addition to innovativeness, proactiveness, and risk-taking, socialness is an additional dimension that contributed to social entrepreneurial orientation. Specifically at the individual level of social entrepreneurs, socialness,

which in some studies is called social passion, is considered as the degree to which an individual has the explicit focus on creating social value; it is a vital driving factor of social entrepreneurial orientation because it allows individuals to make decisions with perceived benefits to others over the decisions with only personal benefit, which is the key distinction from commercial entrepreneurial orientation (Satar & Natasha, 2019).

Innovativeness of social entrepreneurs comes from increased creativity when there are often resource limitations to achieve social mission as well as when to generate new sources of solution that are complementary to social goals and requiring the new integration of stakeholders and strategic alliances (Alvord et al., 2004; Tracey et al., 2011). Innovativeness, creativity, and social innovative orientation have found to be positively influential to social entrepreneurial intention in Bangladesh, Mexico, and India (Akter et al., 2020; Cavazos-Arroyo et al., 2017; Tiwari et al., 2017).

Proactiveness allows social entrepreneurs to engage with stakeholders to further expand the legitimacy and performance of their social ventures; it also helps them to gain advantage in responding to changes in their environment (Chell et al., 2010).

With the context of multi-stakeholders, social entrepreneurs sometimes need to step up to meet the gaps of unsteadiness, risky, and diverse contexts. The willingness to take actions for positive social impact even if it possesses financial loss or loss of stakeholder support all pointed out to the risk-taking cability of social entrepreneurs (Coombes et al., 2011). Empirical studies have indicated that risk-taking is not significantly associated with

social entrepreneurial performance in Saudi Arabia (Alarifi et al., 2019), while it has positive influence on social entrepreneurial intention for university students in Bangladesh (Hossain, 2021).

2.4.3.2 Experience contribution to Social Entrepreneurs

The formation of social entrepreneurial opportunity relies on both internal and external factors of the individual social entrepreneurs. A prominent internal factor of social entrepreneurship that drives social entrepreneurial intention is the experience of such individuals. There are two types of experience to be discussed here, first social experience and second previous experience. Social experience at the individual level refers to the experience that motivates, inspires, or triggers the idea generation process of a potential social project. It often comes from the direct personal experience when an individual has encountered a social breakdown or dealing with a social issue at a particular point in time of his or her life (Barendsen & Gardner, 2004; Guclu et al., 2002). Previous experience refers to the past experiences from multi-disciplinary fields that made individuals aware of the possibility of applying an acquired knowledge base to something different and socially significant (Dees et al., 2001). Empirical studies have indicated that social experience or the individual's personal experience with social issues and communities has a positive influence on social entrepreneurial intention in Bangladesh and Hong Kong (Hossain, 2021; Ip et al., 2017).

3 Proposed Conceptual Model and Hypotheses

Based on previous empirical studies, the initial social entrepreneurial formation model is proposed for the Thailand study. In this section, such initial model is altered and developed into the proposed conceptual model for this research. The conceptual model summarizes the key constructs based on both the initial SEI formation model from review of relevant research findings, prescriptive observational studies, and the adaptation with the selected training program of social entrepreneurship in Thailand.

The development of hypotheses is based on theoretical foundation and the design of interventions from the training program. Fortunately, there is an opportunity to study the effect of different training intervention on social entrepreneurship for this research; it is distinctively useful for the design of conceptual model and derivation of corresponding hypotheses to reflect the implications of the antecedents of SEI based on different types of moderating interventions.

3.1 Initial SEI Formation Model

Figure 2 represents the model of SEI formation that has been extended from Mair and Noboa's antecedents of perceived desirability (empathy and moral obligation) and perceived feasibility (self-efficacy and social support) to include social entrepreneurial orientation (innovativeness, proactiveness, risk-taking, and socialness) and experience contributions (social and previous) as additional antecedents that could contribute to social entrepreneurial intention.
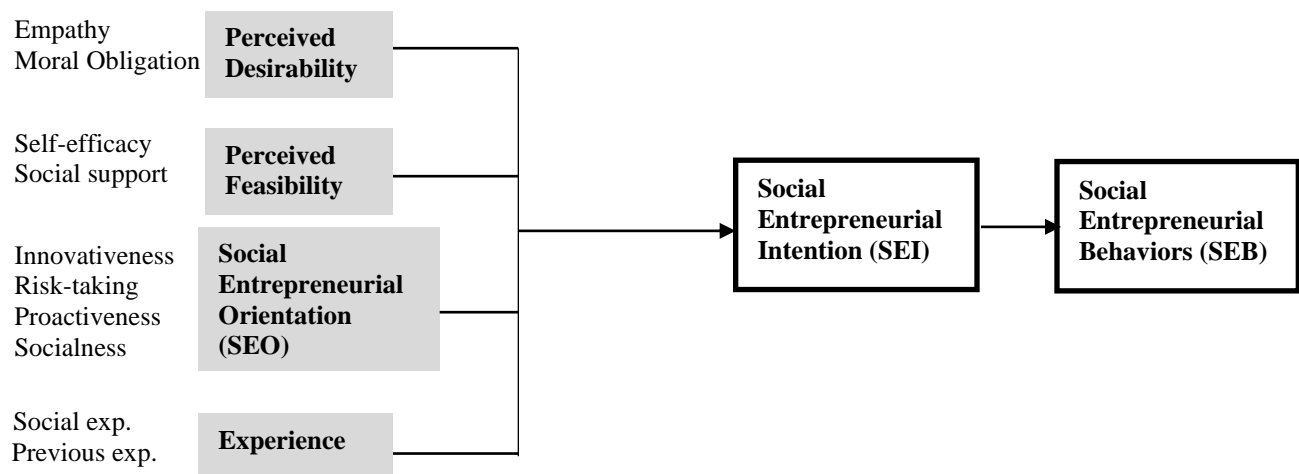
Figure 2: *Initial SEI Formation Model for Thailand study*

The researcher chose to keep all four components of social entrepreneurial orientation at this point because when put together, they fully constitute the elements of orientation that would be different from commercial entrepreneurial orientation and it pertains elements, especially innovativeness and risk-taking, that are crucial for the early stage of nascent social entrepreneurs to overcome high uncertainty and ambiguity. As for the experience contribution, the exposure to social mission and their previous ability to implement the mission with knowledge could enhance their intention due to their strong impact as suggested by previous empirical studies (Hossain, 2021; Ip et al., 2017).

3.2   Social Entrepreneurship Training Program

The vision to find solutions to the forthcoming crises on natural resources, environment, natural disasters, economic collapse, and societal conflicts in Thailand, was introduced by our Beloved King Rama IV, through the philosophy of "the sufficiency economy" (Mongsawad, 2012).

The concept of the "sufficiency economy" was introduced to Thais by His Majesty as the foreseen paradigm to help Thais return to their roots and cultivate values across generations. It is a philosophy that stresses the "middle path" to carry oneself under moderation, reasonableness, and need for self-immunity (ability to rely on oneself first) to protect from impacts arising from internal and external change in creating a balance in coping appropriately with socioeconomic, environmental, and cultural changes in this world (ChaipattanaFoundation, 2020; UNDP, 2007).

In 2020, one of the Thai family tycoons believed that Thailand should be able to create a specific program to create new social entrepreneurs. The program aimed at making people more aware and more committed to the societal benefits through their foundation. The program aimed to encourage Thais to be able to practice His Majesty's sufficiency economy principles. The intent is that these people should be able to rely on themselves based on different skills and rely on each other in their own communities while also showing them possible solutions on how to work with the communities and come up with their own social mission. The foundation initiated this social entrepreneurial training program, so called the PT program. This was intended to be an incubating course aimed toward increasing the social entrepreneurial intention, commitment, and behavioral change of participants.

Participants with different levels of prior social entrepreneurial experience are selected from all over Thailand to develop or deepen their social entrepreneurial knowledge and intention. The 15-day training program conducted in this study has 3 different tracks, each with a different emphasis. While the first 5-days are the same, focusing on the technical skills training at the Kao Yai learning center, the remaining 10-day long learning journey is different for participants. That

is, participants are randomly selected to be exposed to training within the learning centers at different locations and they are also to receive different training.

The PT program had trained a total of 453 participants in 2020, selected from 5,770 applicants. The participants came from diverse backgrounds, such as employees, commercial entrepreneurs, freelancers (81% in total), farmers (11%), government officers (7%), and others. Six months after the PT program in 2020 had ended, 153 participants of the total 453 (33.8%) started to engage in social entrepreneurial activity in their own context; 99 participants (21.9%) engaged in activity at the nodes in different provinces organized by the PT program; while 22 participants (4.9%) initiated social venture projects and became active drivers within the communities of their choice. Overall, about 60% of the participants remained in closed communication with the PT program via Facebook group and LINE group up until December 2021, 12 months after they have finished the program.

The plan to organize the training program in 2021 was delayed due to the spread of Covid-19 in Thailand. The PT program was only able to resume its training in November 2021. In 2021, the program trained three batches/cohorts of participants, comprised of approximately 180 people. For the year 2021, the PT program organizers and with the assistance of the principal researcher, re-evaluated their training process and have decided to make constructive changes to "experiment" with how the outcomes of social entrepreneurial intention would be shifted if provided different types of training at the learning centers. Three distinct learning nodes, each with a different emphasis were designed (please refer to Figure 3): The training nodes emphasized 1) Deepening the understanding of the problem with skill-based learning 2) Deepening the

participant's relationships with the communities 3) Emphasis on deepening the participants' understanding of BOTH the problem/skill-based learning and relationships with communities.

3 Tracks
of 10-days training at learning nodes

Mutual 5-days training at
Kao Yai center

Social Entrepreneurial Principles & Practices

Intervention A: Deepening problem/skill-based learning

Intervention B: Deepening relationships with communities

Intervention C: Hybrid mode (Problem/skill-based learning + relationships with communities)
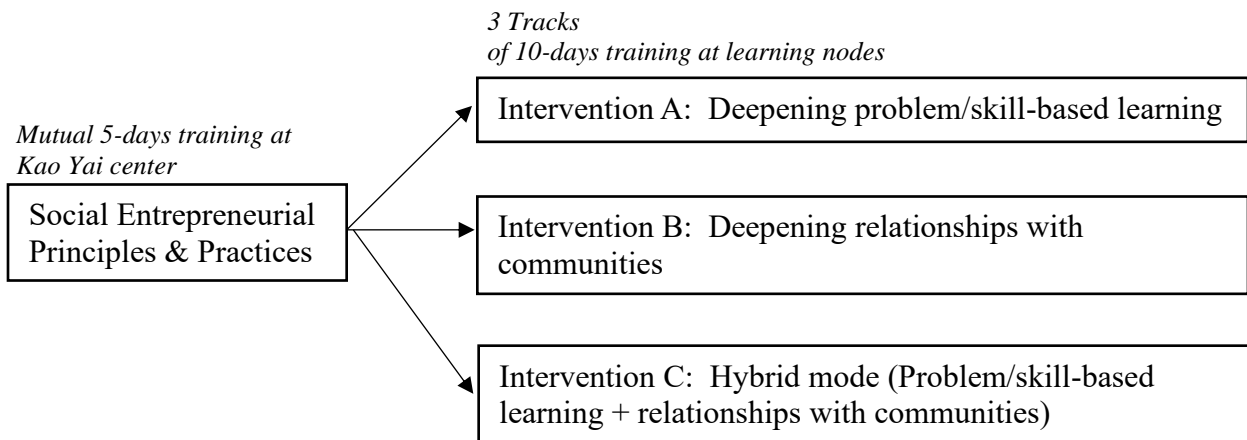
Figure 3: *PT Program 2021—15 days training program (with Design of Interventions)*

With the three tracks of intervention designed for the overall 15-days training, the participants were randomly selected to participate in each of the 10-days track equally without knowing the difference in training emphasis they would be receiving.

As mentioned, the PT program management team carried out its 10-batches of training in 2020 and gathered data from a series of randomly selected in-depth interviews of participants, volunteers, and trainers (six people from each group for a total of 18 interviews). As a result, the PT program organizers came to the realization with the principal researcher that they wanted to run experiments based on different training emphasis at the nodes for the year 2021 based on the

insights from those interviews. The following section narrates some of those insights that have grounded the design of three intervention types.

3.2.1 Interventions

Intervention A: <u>Deepening problem/skill-based learning</u>   Evidence from the PT program in Thailand suggested that problem/skill-based learning is an important intervention that could increase the social entrepreneurial intention of the participants. Findings from in-depth interview suggested that problem understanding and hands-on learning to develop the skills to overcome problems are the key takeaways from the program that can potentially shift the momentum of social entrepreneurial intention. Some of the individual evidence from the specific interview are as follow:

"Before this I want to escape from the problem, now I realize that

I cannot run from its impact anyway…" – Participant

"I did not know what I did not know about what is going on…" – Participant

"I need to adjust my own thinking to facilitate the problems and

find more knowledge towards solution…" – Volunteer

"Solutions to problems sometimes come from the local wisdom of older generation…"

- Volunteer

"Community becomes more alert when there are newcomers to spend time

to understand their situation and problem…" - Trainer

"I think we need to change the way we train to have the participants be more embedded

with the problems in the community…" – Trainer

Intervention B:　Deepening relationships with communities There is also evidence from the PT program outcome in 2020 that community relationships could help benefit participants' learning and form the bond towards their realization of social venture opportunity. That is, the participant's exposure and learning about a community tends to enhance their desire to contribute and their understanding of how they can contribute. It could also lower the social barrier to entry of potential social entrepreneurs as well as increase their social entrepreneurial intention. Some of the evidence extracted from individual interviews are as follow:

"I have learnt to think of others before myself…" – Participant

"Sharing with the community has taught me a lot, even though the training is finished, the relationships with them do not end…" – Participant

"The program has opened up my vision. I have a lot more friends of different ages in the community and we can talk about things…" – Volunteer

"When we have activities together with the community, I have learnt about giving and sharing relationships …" – Volunteer

"Joining with the community has led to formation of new network relations in the province…" – Trainer

"I have seen the transformation of people from within when working together with the nodes in the community…they have strong bond with them" – Trainer

Intervention C:　Hybrid mode (Problem/skill-based learning coupled with the relationships with communities) This last intervention is based on the assumptions of the program organizers that if two approaches A and B work well in shifting participants' intention; perhaps,

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combining the two approaches together could further enhance their outcomes. Organizers were not entirely confident that their assumption would be correct, prompting their interest in an experiment.

3.2.2   Emerging themes of antecedents

The principal researcher also conducted her own semi-structured interviews to gather more insights towards and further inform the initial SEI formation model for the Thailand study as described in section 3.1. This exploratory research was carried out by interviewing 13 past participants and two program organizers in August 2021. The interviews were conducted using a semi structured questionnaire which was reviewed and approved by the Singapore Management University Institutional Review Board (available in Appendix-A1). All the recruitment material, consent process, and interview questions were also approved by the Singapore Management University Institutional Review Board document ID: IRB-21-136-E044(821) on August 16, 2021, as shown in Appendix-A2.

The process of conducting interviews and the interview results are discussed more elaborately in section 4.2 as Study 1 of this research. The insights that have emerged on the possible themes of antecedents that would be more relevant to the PT program are as follow:

Perceived value of Social Entrepreneurship (SE) Participants have different level of value recognition in becoming social entrepreneurs. The fact that social entrepreneurship would be worthwhile for them is highly related with their desirability to become one. In other words, the benefits of social entrepreneurship in their own value or hierarchy should become clear to them in order to increase their social entrepreneurial intention. The program organizers also

stated that the interpretations of their own social entrepreneurial value have shifted and become more personal to them now as their worthwhile life mission after running the program for one year.

Role model Almost every participant in the interviews mentioned that having the role model of social entrepreneurs was important. Some participants have stated strongly that His Majesty King Rama IV was their ultimate role model. Some participants saw their trainers at the PT program as role models. Having a clearer picture of a role model in this field could help strengthen their intention since he or she could represent the practicality of being able to achieve what had to be done in order to become successful social entrepreneurs. In summary, the feeling was that if he or she could do it, perhaps I could do it as well; that was the common insight from the interviews. Thus, the role model was a relevant guidepost to would-be entrepreneurs.

Overcoming early stage The journey after the program finished has been a struggle for most participants that were interviewed. There is confusion of what to accomplish, how it had to be done on their own, and how they realize there are certain things that they are not aware of. In short, they have come to realize what they do not know and the challenges in figuring out how to overcome the difficulties that come with the early stage of entanglement.

Camaraderie Many participants and the organizers as well indicated that, what got them through the early stage of starting their entrepreneurial journey was reuniting with the comrades from their batch. There appeared to be continuous communication and relationship building among their peers in the form of site visits, event organizing, joint initiatives, and in-kind/in-cash support of each other's ventures. Some of the interviewees stated that these people

have become more than their friends, they are the comrades that they face hardships and join hands with to overcome challenges together.

3.2.3   Alteration to SEI Formation Model

The emerging themes from the interviews led to the alteration of the initial SEI formation model that was previously developed based on literature review and a survey of the available empirical studies. The intervention, namely problem/skill-based learning and community relationships are now part of the model constructed to be tested. Perceived value of social entrepreneurship (SE) and role model have consequently been added as antecedents for perceived desirability and perceived feasibility, respectively.

Previously, social entrepreneurial orientation (SEO) is assumed to have direct linkage to social entrepreneurial intention; however, after insights obtained from the PT program, it is central to this research in finding a suitable model construct and vital to the experiment to be carried out by the program. Overcoming the early stage in starting their social entrepreneurial journey is very significant towards enhancing their continuous social entrepreneurial intention. So, replacing the prior model with more antecedents that are geared towards overcoming early stage is deemed appropriate for model alteration. That is, we are not assessing the success of the venture, but the inclination to begin and pursue such ventures.

Camaraderie was the third emerging theme from the interviews which was then added as a construct to the altered model in Figure 4. Camaraderie seemed to have a direct linkage on overcoming the early stage inertia according to the insights from the program organizers as well

as participants. Risk-taking and innovativeness were the two factors of social entrepreneurial orientation that remained due to their strong relation with overcoming the early stage as potential antecedents, and the support for this notion which was espoused by interviewees. The theoretical foundation for such relations will be further explained in the next section, where additional literatures are reviewed, and hypotheses are formed.
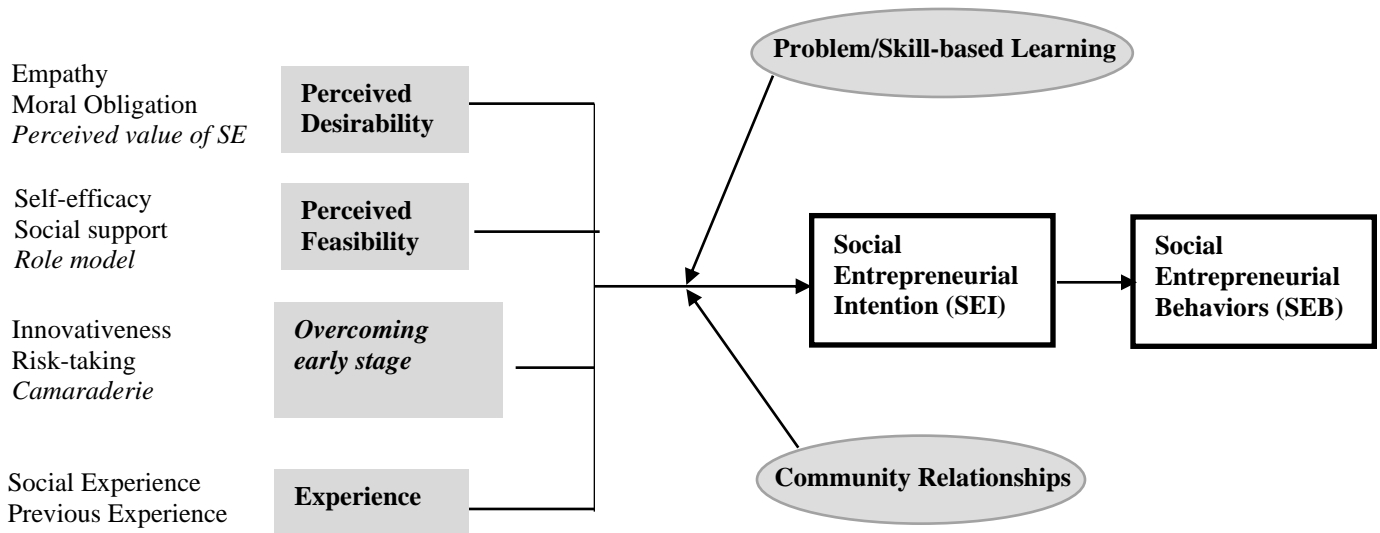
Figure 4: *Alteration to SEI Formation Model*

3.3   Theoretical foundations and Development of Hypotheses for Thailand study

3.3.1 Problem / Skill-based learning

It has been advanced that social entrepreneurship is not the process for which social problems are solved by strategies but rather the process of navigating the social and institutional barriers that caused the problem to the market or communities they want to impact (Robinson, 2006). Being able to understand the deeper context of the problems and to develop the skills to overcome problems under the PT program, the entry barriers to social entrepreneurship

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would be reduced since would-be social entrepreneurs can find opportunities in areas and operate under circumstances they can understand with better skills. Consequently, skill-based learning could be leading to higher social entrepreneurial intention when the entry barriers to social entrepreneurship are reduced. Thus;

H1:   The level of skill-based learning is positively correlated with the level of social entrepreneurial intention.

3.3.2 Community Relationships

Social entry barriers prevent social entrepreneurs from using social network of relationships to their advantage. Information is communicated and resources are often delivered through these networks. A lack of access to these social networks can be a barrier to increase social entrepreneurial intention (Robinson, 2006). Access to trusted networks, information, and knowledge can enhance the survival of new ventures, especially in unfamiliar markets (Uzzi, 1997). Some relationship building that could help overcome social entry barriers are access to informal trusted networks, relationships with community, and community development organizations, etc. Community relationships with its contribution towards reducing social entry barriers could then enhance social entrepreneurial intention. That is, the joint efforts emblematic of community relationships can assist potential social entrepreneurs to push the social mission forward. Thus;

H2:   The level of learning based on community relationships is positively correlated with the level of social entrepreneurial intention.

Combination of efforts on problem/skill-based learning and community relationships could be predicted to enhance social entrepreneurial intention even further if H1 and H2 are not rejected. Hence, it is reasonable to assume that intervention C which is composed of both problem solving as well as community-based learning could have higher contribution due to its combination of approach to enhance social entrepreneurial intention than intervention A or B. Thus;

H3: Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention A.

H3a: Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention B.

3.3.3 Perceived Desirability

The antecedents of the behavioral intentions in Mair and Noboa's model are based on the work of Shapero's model in identifying perceived desirability and perceived feasibility as the important elements on the formation of any entrepreneurial events; perceived desirability refers to the attractiveness of generating an entrepreneurial event, particularly forming a venture. Many behavioral attributes have been associated with intention to form a social enterprise, such as the courage to accept social criticism, lower failure anxiety, perseverance, receptivity to the feelings of others, communication skills, ability to satisfy customer needs, goal orientation, creativity, etc. (Prabhu, 1999). It is important to note that many of these attributes may also apply to commercial entrepreneurial behavior, except receptivity to the feelings of others (Mair & Noboa, 2006). Perceived desirability of social entrepreneurship primarily consists of

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empathy, representing the distinct emotional characteristic of social entrepreneurs, and moral obligation, representing the distinct cognitive characteristic of social entrepreneurs. In some studies, perceived desirability is also called desirable attitude towards social entrepreneurship, which has been found to be positively influential to social entrepreneurial intention (Cavazos-Arroyo et al., 2017; Krueger & Carsrud, 1993).

3.3.3.1 *Empathy*

In relation to social entrepreneurship, empathy has been studied extensively as helping behavior. Sensitivity to other's needs and feelings motivates social entrepreneurs to create social enterprises; nevertheless, not every individual with empathy is a social entrepreneur (Prabhu, 1999). Mair and Noboa's model suggested that empathy is a necessary yet not sufficient condition to solely create perceived desirability of potential social entrepreneurs; thus, empathy is defined as the ability to intellectually recognize and emotionally share the feelings of others. A certain level of empathy is needed to trigger perceived social venture desirability, which in turn leads to intentions to create social venture.

For Vietnamese university students, empathy has very strong influence on social entrepreneurial intentions (Duong et al., 2021); and for the PT program that selected participants who are interested to become social entrepreneurs, empathy plays an important role that could influence the shift in social entrepreneurial intention due to the program's ability to expose the participants to helping the communities as part of their mission. Such exposure could help enhance their empathic ability, hence potentially triggers their social entrepreneurial intention. Since empathy is based on both abilities to recognize intellectually and emotionally

connect, Intervention C is predicted to have higher effect on the level of empathy in the participants since it both focus on the ability to recognize problems as well as to form relationships with community. Thus;

H4: The Empathy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H4a: In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention A.

H4b: In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention B.

3.3.3.2   Moral Obligation

Mair & Noboa (2006) define moral judgment or moral obligation as a cognitive process that motivates an individual to help others in search of a common good. Moral judgment is frequently linked to explain helping responses, since it regulates the actions of individuals to do something to help others. Hockerts (2017) called this cognitive process moral obligation, which is a sub-process of moral judgment reflecting the degree to which an individual feels the sense of responsibility to help less fortunate people in a given situation. Empirical studies have shown that moral obligation is positively linked to social entrepreneurial intention. In a study conducted in Bangladesh and India (Akter et al., 2020; Tiwari et al., 2017) demonstrated this link; however, its influence was insignificant in a study conducted in Vietnam (Duong et al., 2021) and was negative in research executed in Hong Kong (Ip et al., 2017). Since the PT program was specifically designed to expose the participants in an effort to deepen their understanding of the

existing problems, this could help motivate them to do something to help others with enhanced moral obligation. Their actions for the common good could trigger their intention to become social entrepreneurs. Intervention A is predicted to have a greater effect on moral obligation since the treatment is directly focused on the link governing the cognitive processes of moral obligation and problem realization. Thus;

H5: The Moral Obligation expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H5a: In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention B.

H5b: In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention C.

3.3.3.3 *Perceived value of social entrepreneurship*

The perceived value of entrepreneurship is based on the benefit and sacrifice components and are considered part of the formation of social entrepreneurial intention (Wu & Li, 2011); intention results from the cognitive trade-off between perceived benefits and perceived sacrifices.

Under Mair and Noboa's model, the concept of perceived desirability includes empathy and moral obligation. The operationalization of the PT program suggested that the emergent theme of perceived value of social entrepreneurship played an important role in dictating the desirability of participants to become social entrepreneurs. Since

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perceived value integrates the overall benefit and sacrifice of social entrepreneurship, the broader the context of intervention, problem/skill-based learning combined with community relationships in intervention C, the higher incremental impact of perceived value of social entrepreneurship could be predicted. Thus;

H6: The Perceived Value of Social Entrepreneurship expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H6a: In Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention A.

H6b: Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention B.

3.3.4 Perceived Feasibility

In Mair and Noboa's model, perceived feasibility is expected to positively influence social entrepreneurial intention. Perceived feasibility is operationalized as whether an individual believes that he or she is able to create a social venture. Mair & Noboa (2006) suggested that perceived feasibility is affected by the individual's perceived ability to perform the specific behavior required for setting up a social venture (self-efficacy) and influenced by the individual's social capital, which is the social support he or she generates from the social networks. Self-efficacy is self-directed while social support is the other-directed enabling factor of the social entrepreneurial intention process.

3.3.4.1 Self-Efficacy

Self-efficacy has a strong relationship with entrepreneurial intention and performance as it refers to individual's belief in one's capabilities to mobilize motivation, cognitive resources, and actions needed (Krueger & Brazeal, 1994). In the context of social entrepreneurship, high level of self-efficacy allows an individual to perceive the birth of a social venture as feasible, which affects the corresponding behavioral intention. In a narrow sense, self-efficacy could also mean the perceived ability to perform a task. Numerous empirical studies suggest that self-efficacy has a positive influence on social entrepreneurial intention in Bangladesh, Mexico, Vietnam, and India (Akter et al., 2020; Cavazos-Arroyo et al., 2017; Duong et al., 2021; Hossain, 2021). Since the PT program allows for participants to both learn about the problems to be able to identify their own social entrepreneurial opportunities as well as to equip them with the skills to overcome problems. Thus, it is expected that their self-efficacy in intervention A should be significantly greater as their capability is enhanced to perceive a social venture as more feasible. Thus;

H7: The Self-efficacy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H7a: In Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention B.

H7b: Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention C.

3.3.4.2   *Social Support*

Social support is an intangible outcome derived from the potential resources that individuals can obtain from knowing others, being part of a social network, or being known to them as having good reputation (Baron & Markman, 2000). The social support which social entrepreneurs need is typically based on their social capital from their trusted and cooperative social networks (Jiao, 2011). The presence and support of stakeholders in the process can not only increase the perceived feasibility of a potential social venture but also facilitates the birth of one.

Empirical studies in Hong Kong, Bangladesh, and Vietnam (Akter et al., 2020; Duong et al., 2021; Ip et al., 2017 respectively) have indicated that social support has a positive influence on social entrepreneurial intention. The PT program is also expected to increase the participants' social support by embedding them in communities to have direct experience and relationships with those communities. In essence, this is a primary focus under intervention B; thus, it is expected that social support once formed could significantly be greater than those formed in the other two interventions. Thus;

H8: The level of Social Support expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H8a: In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention A.

H8b: In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention C.

3.3.4.3 Role Model

A role model is defined by Gibson (2004) as "a cognitive construction based on the attributes of people in social roles which an individual perceives to be similar to him or herself to some extent and desires to increase perceived similarity by emulating those attributes". Identifying a relevant role model is an important factor in the decision to start a new venture. The engagement of a role model can be influential on a participant's intentions and the design of entrepreneurship programs (Van Auken et al., 2006). The involvement of a role model in entrepreneurship education could help strengthen the confidence and decision making of future entrepreneurs to make a future career choice (Rahman & Day, 2014). Perceived feasibility under Mair and Noboa's model includes both self-efficacy and social support. However, when looking at the PT program, the emergent hypotheses is that role model plays an important role in dictating the feasibility of participants to become social entrepreneurs. Participants see their role models as possessors of attributes that illustrate the capabilities which are practical for them to follow. Practicality of solutions would likely be enhanced most through role model construct under intervention A, wherein the case studies of problems-solutions by different potential role models in the communities are most emphasized. Thus;

H9: The relevance of a Role Model expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H9a: In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the relevance of Role Model in Intervention B.

H9b: In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the relevance of Role Model in Intervention C.

3.3.5 Overcoming early stage

The early stage of social entrepreneurship revolves around the articulation and realization of why would-be social entrepreneurs want to start their social ventures and how to overcome the initial vulnerability as they attempt to establish their social mission and operations (Robinson, 2006). In this research, it is hypothesized that the antecedents leading to enabling them to overcome the early stage are identified as innovativeness, risk-taking, and camaraderie. Those three attributes are suitable for the PT program, which is the central experiment platform. Nevertheless, the theoretical foundation in their contribution of the aforementioned attributes towards social entrepreneurial intention is also discussed in the following sections to ensure of their validity.

3.3.5.1 Innovativeness

Innovativeness of social entrepreneurs comes from increased creativity when there are often resource limitations to achieve social mission as well as when to generate new sources of solution that are complementary to social goals and requiring the new integration of stakeholders and strategic alliances (Alvord et al., 2004; Tracey et al., 2011). Innovativeness, creativity, and social innovative orientation have been found to positively influence social entrepreneurial intentions in Bangladesh, Mexico, and India (Akter et al., 2020; Cavazos-Arroyo et al., 2017; Tiwari et al., 2017). Limitation of resources at the early stage of

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social entrepreneurship journey is a common difficulty; innovativeness is often required to overcome such limitation. Since the PT program allows for the participants to deepen their understanding and solving of the social problems at hand with limited resources, it is likely to have positive impact on their innovativeness. That is, it is suggested that when understanding is high, entrepreneurs are likely to come up with solutions under constraints. Such innovative ability could help strengthen their commitment to become social entrepreneurs and could be enhanced especially in intervention A where problem-solution learning is the main emphasis. Thus;

H10: The Innovativeness expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H10a: In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention B.

H10b: In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention C.

3.3.5.2 Risk-taking

In the context of multi-stakeholders, social entrepreneurs sometimes need to step up to meet the gaps of unsteadiness, risky, and diverse contexts. The willingness to take actions for positive social impact even if it possesses potential financial loss or loss of stakeholder support all pointed to the risk-taking ability of social entrepreneurs (Coombes et al., 2011). Empirical studies have indicated that risk-taking is not significantly associated with social entrepreneurial performance in Saudi Arabia (Alarifi et al., 2019). Conversely, it had a positive influence on social entrepreneurial intention for university students in Bangladesh (Hossain, 2021).

Risk-taking is a capability, or capacity, if enhanced through the PT program, could motivate the participants to take actions towards problems with multi-stakeholders as well as to step out of their shells to make new relationships when working with the communities. Intervention C provides the better exposure to learn on both abilities to take action on problems and make new relationships, making the participants more equipped to overcome their risks. Thus;

H11: The level of Risk-taking capability expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H11a: In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention A.

H11b: In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention B.

3.3.5.3   Camaraderie

Camaraderie has been operationalized as the 'degree to which interpersonal relationships in the organization are characterized by friendship, team spirit, and mutual concern' (Rego & Souto, 2009). It is characterized and built by upon the mutual trust and friendship among people who have spent a significant amount of time together. It has also been found that tough experiences encountered together create lasting and stronger bonds (Holt, 2003). It is not surprising that camaraderie is mentioned extensively in military studies. Soldiers are not just friends but referred to as comrades. Recent studies have expanded the concept of camaraderie beyond military applications. Recent research indicates that organizations could also create camaraderie among teams by creating a culture that promotes teamwork, collaboration, openness,

friendship, and mutual hardships (Nohria et al., 2008). Chen (2009) has explored camaraderie for virtual communities and online gaming in retaining coherent group identity and establishing shared social incentives. Loy & Ancher (2013) studied camaraderie in creative communities of design students and staffs to promote a shared design culture in consistent cohorts. Based on the PT program, camaraderie could be predicted to accelerate more with the combined intervention of problem/skill-based learning and community relationships, since camaraderie is associated with not only relationships but also the hardships of problem solving at the early stage of the social entrepreneurship journey. Thus;

H12: The level of Camaraderie expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H12a: In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention A.

H12b: In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention B.

3.3.6 Experience contribution to Social Entrepreneurs

There are two types of experiences to be discussed here, first personal social experience and second previous experience as suggested in section 2.4.3.2 of this document. In short, personal social experience at an individual level refers to the experience that motivates or inspires prospective social entrepreneurs from direct experience of social breakdown or dealing with a social issue (Barendsen & Gardner, 2004; Guclu et al., 2002). Previous experience refers to past experiences that made individuals aware of the possibility of applying an acquired knowledge

base to start out a new social venture (Dees et al., 2001). Empirical studies have leant support for the hypotheses that personal experience or the individual's prior experience with social issues has positive influence on social entrepreneurial intention.

Enhancing the level of social experience of PT program participants could be useful in helping them identify the social entrepreneurial opportunity, and making them more literate in coming up with the solution for social problems when they had dedicated learning to deepen their understanding on social problems in intervention A. Previous experience of PT program participants suggested that the training allowed them to be better equipped when they interact with the community as well as in building the relationships with the stakeholders required to carry out a social venture, especially in intervention B. Both kinds of experience are expected to increase their social entrepreneurial intention and have different level of effect with different emphasis of interventions; thus,

H13: The level of Social Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H13a: In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention B.

H13b: In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention C.

H14: The level of Previous Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.

H14a: In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention A.

H14b: In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention C.

3.4 Summary of Proposed Conceptual Model and Hypotheses
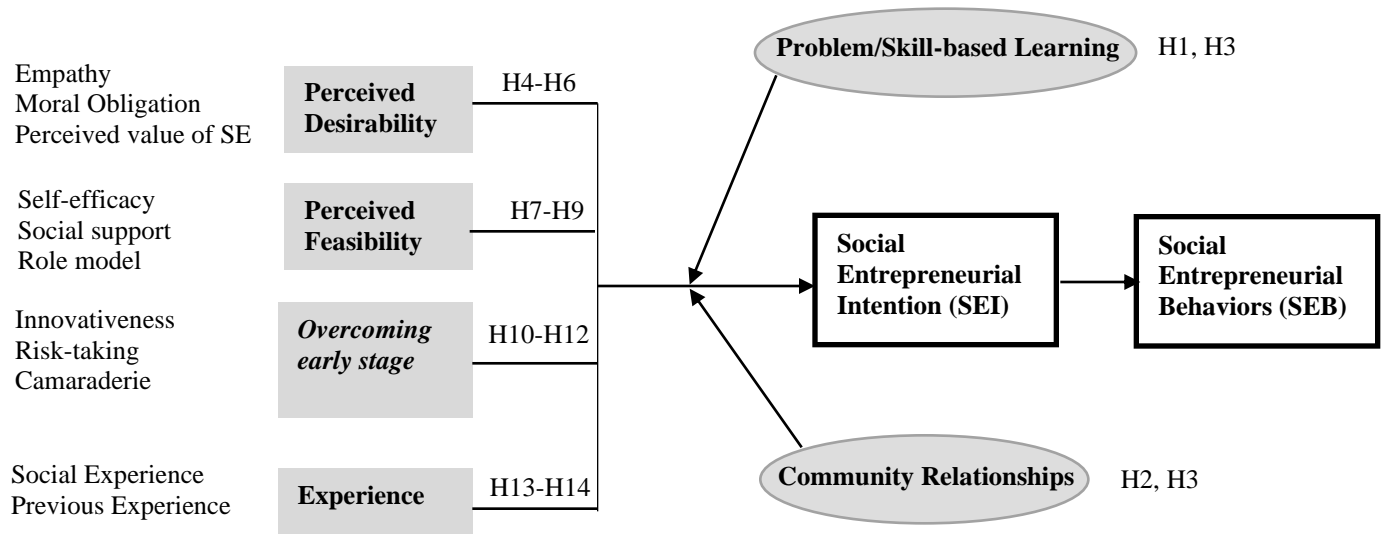
Figure 5: *Proposed Conceptual Model of Social Entrepreneurial Intention*

Figure 5 represents the proposed model of social entrepreneurial intention to be tested in this research. It is in-part an extension from Mair and Noboa's model and it has been adapted to fit the PT program with additional factors of perceived desirability (empathy, moral obligation, perceived value of social entrepreneurship), perceived feasibility (self-efficacy, social support, and role model), overcoming the early stage of a venture (innovativeness, risk-taking, and camaraderie), and experience (social and previous) now included. Note that additional hypotheses associated with these new constructs were also developed based on theoretical foundations.

The proposed model explores the interaction between different types of training intervention, namely A) Emphasis on problem/skill-based learning, B) Emphasis on community relationships, and C) Training with a focus on both problem/skill-based learning and community

relationships intervention in triggering a change in social entrepreneurial intention. Table 1 provides a comprehensive summary of hypotheses development in response to different types of interventions.

Table 1: *Summary of hypotheses development with intervention types*

Hypotheses
Interventions and Social Entrepreneurial Intention (SEI)
H1: The level of skill-based learning is positively correlated with the level of social entrepreneurial intention.
H2: The level of learning based on community relationships is positively correlated with the level of social entrepreneurial intention.
H3: Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention A.
H3a: Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention B.
Perceived desirability and Social Entrepreneurial Intention (SEI)
H4: The Empathy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H4a: In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention A.
H4b: In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention B.
H5: The Moral Obligation expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H5a: In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention B.
H5b: In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention C.
H6: The Perceived Value of Social Entrepreneurship expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H6a: In Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention A.
H6b: Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention B.
Perceived feasibility and Social Entrepreneurial Intention (SEI)
H7: The Self-efficacy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H7a: In Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention B.
H7b: Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention C.
H8: The level of Social Support expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H8a: In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention A.
H8b: In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention C.

| **Hypotheses** |
|---|
| H9: The relevance of a Role Model expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H9a: In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the relevance of Role Model in Intervention B.
H9b: In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the of Role Model in Intervention C. |
| Overcoming early stage and Social Entrepreneurial Intention (SEI)
H10: The Innovativeness expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H10a: In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention B.
H10b: In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention C.

H11: The level of Risk-taking capability expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H11a: In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention A.
H11b: In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention B.

H12: The level of Camaraderie expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H12a: In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention A.
H12b: In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention B. |
| Experience and Social Entrepreneurial Intention (SEI)
H13: The level of Social Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H13a: In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention B.
H13b: In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention C.

H14: The level of Previous Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.
H14a: In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention A.
H14b: In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention C. |

4 Research Methods

4.1 Overview

This research aims to study the effect of a series of interventions on the antecedents linked to social entrepreneurial intention. These interventions, namely problem solving and skill-based learning, and community relationship enhancement were isolated to test their relative impact on the antecedents and then the changes in the consequent constructs of social entrepreneurial intention. It consists of two major studies:

Study 1 was composed of a series of in-depth interviews to explore and confirm the validity of the initial social entrepreneurial intention model for Thailand study. These interviews were conducted with randomly selected past participants of the PT program and available program organizers. Reviewing the findings of these interviews led to modification of the initial SEI formation model and additional literature search. Such inputs were used to extend the model, sharpen the hypotheses and help develop the language for the questionnaire employed in study two.

Study 2 was a confirmatory study employing a questionnaire consisting primarily of Likert scaled items that could then be quantitatively analyzed. The questionnaire was administered prior to the training and again post training. This study included the development of a questionnaire to investigate the antecedents of social entrepreneurial intention after receiving any one of the three random experimental training treatments. That is, this research reviewed the effects of the three types of training interventions on the intentions of would-be social entrepreneurs that have joined the PT program. In summary, the social entrepreneurship training program that is the central

experiment platform for this study, the PT program consists of A) Training with an emphasis on problem/skill-based competency, B) Training with an emphasis on developing community understanding and relationships, and C) A hybrid intervention with an emphasis on developing both problem/skill-based competency and community relationships.

Thus, this research deployed a mixed methods experimental design. The open-ended qualitative study (Study 1) was employed to identify the research gaps and the potential oversights in accounting for key antecedents. This step did indeed lead to alterations in the initial model and the inclusion of additional constructs. To confirm the resulting model and the hypotheses generated by the research review and the semi-structured interviews, a confirmatory study employing a questionnaire was employed. This series of steps employing different techniques and studies is consistent with a mixed method design for validation (Bryman 2006; Greene et al., 1989).

4.2   Study 1: Semi-structured interviews

Exploratory Qualitative study: Before the interventions of different training types by the PT program in 2021, some past program participants and organizers were interviewed by the primary researcher. These interviews were designed to dig further into what informants believe are driving the participants' social entrepreneurial intention, their behavioral change, and what kind of social actions they were able to create after the program. This was useful to confirm the validity of the initial SEI formation model and recognize some of its shortcomings. This step also helped to sharpen and refine the resulting hypotheses. The interviewees were randomly selected based on their availability and willingness to participate in interviews. The researcher also sought to dig into

the unexpected outcomes or any unexpected issues that came up after the program finished its training in 2020.

4.2.1   Method, Sample, and Procedures

The semi-structured interviews allowed for free-flowing discussions with a targeted sample. An initial set of questions were used to lead into more specific discussions related to the topic of interviewer's interests. This approach encouraged genuine inputs to be collected.

Participants were randomly selected from PT program's past participants from various batches of the 2020 cohort. Though 13 interview participants represented a very small percentage of the total 454 participants, it was a well-represented combination of people from various batches of the training program from all across Thailand.

The other two interviewees were the program organizers that had agreed with the researcher to participate in this research and have given permission to experiment with the training modules and study the resulting intentions of participants from the program. These organizers also helped disseminate the invitation for a free formed semi-structured interview to past program participants of the 2020 cohorts. The principal researcher was in charge of explaining and asking the consent from all interview participants, both program organizers and past program participants, prior to the scheduled interview session. All of the recruitment material, consent process, and interview questions were approved by the Singapore Management University Institutional Review Board document ID: IRB-21-136-E044(821), as shown in Appendix-A2.

The resulting 15 interviewees were interviewed via the online communication platform (Zoom) due to the Covid-19 situation in Thailand. The interviews were audio-recorded and/or video-recorded, given the different permission of interviewees. However, all participants were assured that no personal data other than the contact information would be collected and that all of their inputs would be kept anonymous in the research. The interview sessions were approximately 30-45 minutes for each participant.

A list of interview questions (Appendix-A1) was developed to conduct the interviews. Utilizing the semi-structured interview methodology, the questions are flexible and allow room for further discussions. There are two set of guideline questions for the two groups: one for past participants and the other for the program organizers as shown below.

Interview Questions: Program Organizers

- What was the inspiration in creating this program?

- What are the expected outcomes of the program?

- How do you select participants to join the program?

- What are the most important elements of the program that help motivate participants to become social entrepreneurs?

- What has the program done well in the past?

- How can the program be improved?

- If you were giving advice to fellow program organizers, what would you recommend them?

Interview Questions: Past Program Participants

- Why did you decide to join this program?

- What motivated you to become a social entrepreneur?

- Why do you think you got selected into the program?

- What was your expectation of outcomes prior to the program?

- How has the program met or failed your expectations? Why?

- What were the most important elements of the program that help motivate you to become social entrepreneurs?

- How can the program be better?

- What do you think a social entrepreneur is?

- Out of 10, how ready do you think you are to be a successful social entrepreneur? Why?

- What recommendation you would have for the program organizers?

- Who do you think should join this program to become social entrepreneurs?

- Out of 10, to what extent you would recommend your friend/family to join the program? And why?

4.2.2 Thematic Analysis

Thematic analysis helped identify patterns that connect the insights of the interviews together. Table 2 summarizes the confirmatory themes and emerging themes from the views of the 15 interviewees.

Table 2: *Summary of themes, attributes, and insights from the interviews.*

Themes	Attributes	Insights	Views of Interviewees
Perceived Desirability	Empathy	Different levels of empathy lead to different levels of understanding and actions.	"I sympathize with the scarcity of the communities." (P11) "I always like to help others who are in need ever since I was a child." (P4) "I can feel what the community is going through. I want to start by giving." (P13)
	Moral Obligation	Social entrepreneurial intention depends on the mission in life to bring back something or realization of certain obligation in life.	"I feel like I am born to fulfill my childhood dream of happiness." (P1) "The nature way of my new life ambition comes from my subconscious." (P3) "I miss the days that I use to live on the mountain. I want to help bring the nature recovered back to those days. (P5) "It is my mission in life and I have discovered my ways with social entrepreneurship." (O1)
	Perceived value of social entrepreneurship	The values of social entrepreneurship are both new and currently relevant yet becoming clearer along the journey.	"I have found another world where the values are grounded differently from the chaos, we live in." (P2) "The values of what we do today is from within, as things are not always about money." (O2) "The ultimate value for this is having the chance to change people's lives." (O1)
Perceived Feasibility	Self-efficacy	Learning by doing can enhance self-efficacy that could lead to increased social entrepreneurial intention.	"I want to start the social experiment in my own ways, starting from my backyard." (P2) "I believe in learning by doing and it will make me discover something by myself." (P3) "The more practice I have the more equipped I will be." (P4)
	Social support	The program is capable of providing the networks of support needed to make their social entrepreneurship journey possible.	"I have a great support system from the program network." (P10) "There is such thing as the delicacy in giving and supporting each other." (P9) "I now have the network of resources to help me along the way." (P5)

Themes	Attributes	Insights	Views of Interviewees
	Role model	His Majesty King Rama 9 and trainers of the program are the frequently mentioned role model that made participants realize that social entrepreneurship is a practical path.	"I have come to understand the methods of our King Rama IX better." (P2) "I want to follow the ways paved out by our King Rama IX." (P6) "The program has a lot of trainers that have the wisdoms to be my role models." (P5) "I want to be a role model trainer for the next generation and one day, I will teach them how." (P12)
Overcoming early stage	Innovativeness	The younger generation attempts to lead a new idea of social projects that are different from traditionally done to overcome the difficulties of early stage.	"I want to redefine social entrepreneurship in a new model, and it will involve new segment of foreigners. We might be able to overcome previous difficulties." (P8) "I am the new generation that does not like to think like ordinary farmers but want to explore new idea and to start differently than traditionally done." (P9) "I used to be a facilitator and want to explore a new approach to make things happen in the community." (P6)
	Risk-taking	Social entrepreneurship is still a risky path for some participants, while others are more willing to accept new challenges at this early stage of their journeys.	"..still needs money to balance everyday living experience. I hesitate to take risks I cannot balance." (P1) "I want to take risk to start this project at my own land even if it will fail." (P10) "I want to accept the challenge that life has given me and have the courage to overcome my own fear to starting out." (P11)
	Camaraderie	Participants made more than friends but comrades to share the difficulties and learning with in starting out.	"I have made friends to start this difficult journey together." (P7) "I have companionship from the families that shared the same difficulties." (P13) "Friends from the same batch are still coming to see me, so we can learn together and start things together." (P10)

Themes	Attributes	Insights	Views of Interviewees
Experience	Social experience	Participants would feel more confident with accumulated social experience.	"I have been trained with many social programs but still looking for more knowledge." (P1) "I spent a lot of time learning about this new journey and to have more experience with social issues." (O1) "I want to accumulate new wisdom through experience and make more social networks." (P12)
	Prior experience	Prior experience has set the tone in thinking and articulation around social entrepreneurial issues.	"My past experience has made me very curious and needing to discover more about this different path." (P2) "My experience in HR has made me realize every social mission comes from self-understanding." (P3) "My career has made me think about potential social project in a new artistic way." (P8)
Problem/skill-based learning	Problems/ skills/techniques	Problem understanding helps in starting the early stage of social entrepreneurship. Skillsets are required to build the capability to actually implement social projects.	"Understanding of problems is the first thing to do and I need to master the skills to overcome them." (P12) "People needs to be equipped with the skills for them to start off in a simpler way." (O2) "I learnt a lot of techniques of farming that I could utilize" (P10) "I am convinced that the program has given me enough capability to actually implement my own social project in my land." (P9)
Community relationships	Exposure to networks/shared ownership of issues/mobilizing communities/how to build relationships	Community relationships could help in making the participants more aware of the issues and having shared ownership in tackling the issues. It is important to know how to build relationships with them as well as to mobilize them.	"What we can do with the communities that surround us is to have shared ownership." (P13) "I have come to learn about the ideal communities of being self-sufficient." (P7) "Being in the communities, give me direct exposure to the communal way of living." (P7) "I now know what it takes to be embedded and build relationships with the communities." (P11) "Getting to the networks is one thing, but being able to mobilize them in social project is another." (P4)

Themes	Attributes	Insights	Views of Interviewees
Social entrepreneurial intention	More superior to being employee/ self-discovery	Preference to social entrepreneurship is a self-discovery process, given the different antecedents in driving each individual, to take a different path in life.	"I prefer this path in life than being an employee and suffering from corporate work." (O2) "I quit my job and want to experiment new path in life to solve social problems." (P12) "I have discovered myself and my passion in life." (P9)

4.2.3 Results

The thematic analysis served its role in three objectives: 1) To confirm the validity of hypothesized antecedents in the initial SEI formation model for Thailand study and its relevancy to the PT program. 2) To analyze the emerging themes and alter the initial model as deem fit. 3) To gain the insights on the development of measures for Study 2.

The perceived value of social entrepreneurship, role model, and camaraderie were the new emerging themes that came through from the interviews. Perceived value of SE was repeatedly mentioned and linked to increasing the desirability of being involved in a venture. Hence it appeared that it was an antecedent, leading to an increase in social entrepreneurial intention.

Our Majesty King Rama IV is often referred to as a role model in making the participants believe that what they are doing could be done just like his methods of a sufficiency economy. Trainers were the group of potential role models that some participants could identify or relate to. Lastly, the hardships that the past participants had been through together had bonded them and they have become comrades. Camaraderie was expected to be an emerging theme that is

important for the participants to overcome the early stage of a social entrepreneurial journey together.

4.3 Study 2: Confirmatory Survey Based Study

Surveys: The primary aim of study 2 was to examine the impact of different interventions on the individual's social entrepreneurial intention. Given the PT program organizers' design of interventions, this study captured the quantitative effect of the antecedents of social entrepreneurial intention under different interventions through surveys. The participants were surveyed before their training began and then asked to fill out the same survey at the end of their training. The test, retest approach allowed us to better understand the initial levels of the antecedents and how much they changed due to the training. The survey items were largely derived from the measures used in other previous research when possible and upon insights from the interviews.

4.3.1 Method, Sample, and Procedures

Participants for experiments were the participants from batch 11-13 of 2021. They were randomly and equally assigned to SE trainings' interventions: A) Problem/skill-based intervention, B) Community-based intervention, and C) Combination of both problem/skill-based and community-based interventions. Questionnaires were administered to study the pre-condition and post-condition levels of participants. That is, participants were asked to complete two surveys at two separate time points (one prior to the induction into a training course, the other after receiving the total 15-days training). The pre and post intervention surveys were identical. The two

test points were used to assess the change in antecedents of social entrepreneurial intention and the shift in those intentions when exposed to different interventions.

A total of 181 program participants from batches 11-13 agreed to participate in study 2. There were 61 participants from PT training exposed to intervention A, and 60 participants were subjected to intervention B, and another 60 received intervention C. The researcher asked the PT program organizers to help send out the questionnaire at the beginning (Day 1) and the end of the training (Day 15). All informants provided written consent to participate in the PT program and the survey process. The participants were supplied a program identification and batch number to identify their results. The principal researcher was in charge of explaining the Participant Information Sheet and Informed Consent Form as well as to answer any questions they may have before the consent was given. The surveys had no compensation tied to their completion. Only the principal researcher had access to the survey data and the data was stored separately from the informed consent forms. The designed questionnaire (Appendix-B1) was based on the development of measures in section 4.3.3 and translated into Thai language by a translator. The questionnaire was expected to take about 15 minutes to complete and was pre-tested with multiple trainers and past informants for validity and readability before deployment. The choices of words in Thai had to accommodate simple understanding and sufficient explanation of the questions since the participants came from diverse backgrounds, age ranges, and regions of Thailand. The process of survey recruitment, including information sheet and consent forms, were conducted under the supervision and approval of the Singapore Management University Institutional Review Board document ID: IRB-21-136-E044-M1 (1021), as shown in Appendix-B2.

4.3.2　Design of Interventions

The experiment using different types of training was conducted by the PT program organizers, to explore the difference in outcomes of social entrepreneurial intention as well as to provide learning and prescriptive insights for future program designs. Since the PT program is intended to be carried out every year, more tailored design interventions could be fruitful in navigating what works and what does not and at what stage of the social entrepreneurship journey.

The program organizers decided to keep the original first 5 days training at the Kao Yai learning center. The ensuing 10 days of training were conducted at different learning nodes with different interventions as shown in Figure 6.

3 Tracks
of 10-days training at learning nodes

Mutual 5-days training at
Kao Yai center

| Intervention A: 10 days | *Post-Test* |

Pre-Test　Social Entrepreneurial Principles & Practices

| Intervention B: 10 days | *Post-Test* |

| Intervention C: Intervention A (5 days) + Intervention B (5 days) | *Post-Test* |
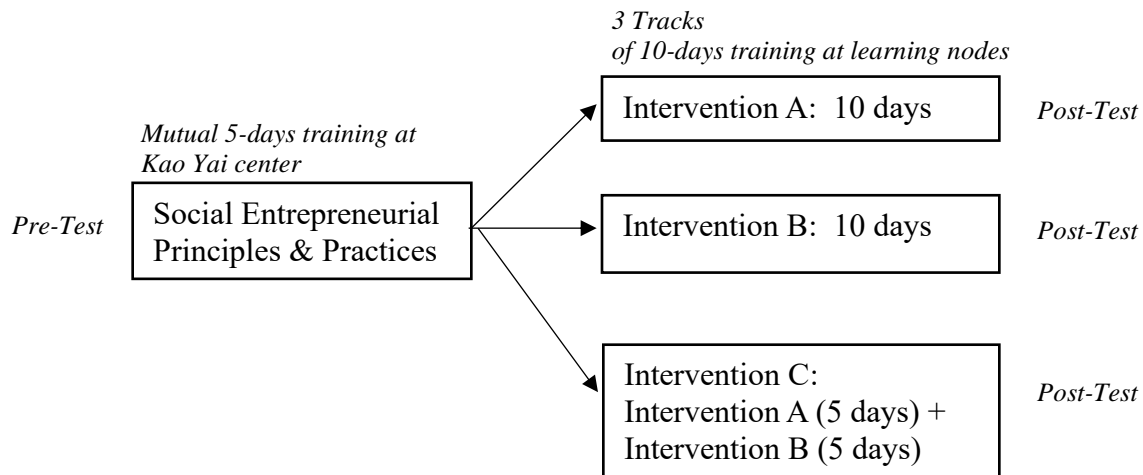
Figure 6: *Summary of procedures for different training types.*

Participants were randomly assigned to different types of trainings. While the training itself is carried out differently by its very nature, it was the program organizers' intention to ensure with the trainers that participants across batches would receive as consistent a program as was pedagogically possible.

Intervention A followed the procedures of treatment A, which focused on case studies and site visits to other social entrepreneurial ventures that were operating. The intent was to assist participants in their recognition of the problems and solutions, and the exploration of contexts to learn problem solving skills required to develop contextual solutions. Each day of treatment A's track ended with a debrief session of the participants' learning based on each case and site visit.

Intervention B followed the procedures of treatment B, which focused on the integration with real communities and the learning of their culture. Participants were required to embed themselves into the communal experience and learn the issues that each community was facing and how the communities had come together to overcome their challenges. Daily debrief sessions were done at the end of the day to crystallize their learning ability to connect and be part of the communities to explore the current communal and potential derivation of social entrepreneurial initiatives. Lastly, intervention C used treatment A for the first five days and treatment B for the last five days.

The researcher realized the difficulties of the program organizers to keep the interventions as clean and distinct from one another as possible to ensure that the internal validity

was robust. That is the intervention was the cause of the change rather than some extraneous factor. It is the intent of this research to capture and analyze the effects of each intervention as effectively and practically as possible. This is a quasi-experimental field design. Since the measurements via surveys are taken at the beginning (Pre-test) and the end of each training types (Post-test) as shown in Figure 6, the research is focused on the level of change in antecedents and their relationships with the level of change in the social entrepreneurial intentions to best describe the effects of each intervention.

4.3.3   Measures

Table 3 and Table 4 present the measures that the researcher utilized to develop the questionnaire in employed in Study 2. Survey items were derived to measure the antecedents, dependent variable, and the interventions based on previous research studies and interview insights from Study 1. Such survey items were developed into scale items for the questionnaire utilizing a Likert scale of 1-7.

Table 3: *Summary of measures in antecedents, dependent variable, and interventions.*

Measures	Items	Survey items	Reference
Antecedents: *Perceived desirability* Empathy	3	1. Put themselves in other people's shoes 2. Emotional response to socially disadvantaged people 3. Compassion for socially marginalized people	(Hockerts, 2015)
Moral Obligation	4	1. Ethical responsibility to less fortunate people 2. Obligation to help the socially disadvantaged 3. Mission to help others in need 4. Driver to create better society for next generation	(Hockerts, 2015)
Perceived value of SE	2	1. Worthwhile to start social enterprise 2. Benefits of SE outweighs sacrifices	Both items adapted from: (Wu & Li, 2011)
Perceived feasibility Self-efficacy	4	1. Contribution to address societal challenges 2. Solve problems that society faces 3. Contribution to solving social problem 4. Personal effort to solve social problem	(Hockerts, 2015)
Social support	4	1. Financial support 2. Participation / in-kind support 3. Working team to run projects 4. Ecosystem to execute projects	(Hockerts, 2015)
Role model	3	1. Inspired by strong role model 2. Confidence to follow the same path 3. Role model demonstrated practical examples	1. (Rahman & Day, 2014) 2. (Entrialgo & Iglesias, 2018) 3. Interview insights

Table 4: *Summary of measures in antecedents, dependent variable, and interventions. (continued)*

Measures	Items	Survey items	Reference
Overcoming early stage Innovativeness	4	1. Comfort with new ideas 2. New ideas to address social needs 3. First to adopt new idea 4. Looking for new outcomes	Adapted from: 1.-3. (Tan & Yoo, 2014) 4. Interview insights
Risk-taking	2	1. Comfortable with high risk 2. Comfortable with uncertainties	Both items adapted from: (Tan & Yoo, 2015)
Camaraderie	6	1. Part of community with sense of family 2. Part of community with team spirit 3. Part of community that help overcome hardships 4. Part of community with concerns of others' well being 5. Part of community with friendly atmosphere 6. Part of giving community	Adapted from: 1.-5. (Rego et al., 2009) 6. Interview insights
Experience Social experience	3	1. Experience in working on social problem 2. Experience with social organization 3. Knowledge of social organization	(Hockerts, 2017)
Previous experience	2	1. Previous experience in making it capable of developing new social concept 2. Previous experience in making it capable of executing the concept	Adapted from: 1.(Tan & Yoo, 2015) 2.(Dees el al., 2001)
Dependent variable: Social Entrepreneurial Intention (SEI)	4	1. Intention to launch own social enterprise 2. Idea of social concept to implement 3. Commitment to become social entrepreneurs 4. Social entrepreneurship better than being employees	(Hockerts, 2017)
Interventions: Problem/skill-based learning	4	1. Farming capability 2. Understanding of societal problems in local area 3. Understanding of SE skillsets 4. Knowledge to implement SE	1.-4. Researcher's development based on interview insights
Community relationships	4	1. Know-how to build relationships 2. Know-how to mobilize communities 3. Awareness of existing SE networks 4. Access to existing SE networks	1.-4. Researcher's development based on interview insights

The program measures were adapted to the program interventions based on PT program insights collected during Study 1, whereas the rest of the variables were based on a literature review and adaptation of questions from previous empirical studies conducted in the field of social entrepreneurship. The Social Entrepreneurial Antecedents Scale (SEAS) were developed by Kai Hockerts in relation to Mair and Noboa's model of social entrepreneurial intention to provide the scale items for four main antecedents, namely empathy, moral obligation, self-efficacy, and social support (K. N. Hockerts, 2015). The SEAS scale was widely used in numerous empirical studies. The researcher chose to adopt the same measures for the mentioned four antecedents of the model. Hockerts also developed the scale items for social entrepreneurial intention measurement in 2017, from which the researcher has also utilized (K. Hockerts, 2017). Perceived value of social entrepreneurship was derived from two scale items used in Wu & Li (2011), while relevance of a role model was adapted from Entrialgo & Iglesias (2017) and Rahman & Day (2014). The measures for social entrepreneurs' innovativeness and risk-taking capability were adapted from Tan & Yoo (2015) together with the insights from the interviews. The first five items employed to measure camaraderie were developed from Rego et al. (2009) with the sixth item introduced from interview insights. The researcher developed own measurements for the problem/skill-based intervention and community-based intervention also from interview insights. The details of the survey items for each measure are as shown in Table 3 and Table 4, with indication on how each survey item was derived.

4.3.4 Results and Analysis

This section provides the descriptive statistics, reliability statistics, and the statistical analysis employed to support or reject the hypotheses testing. The statistical analysis for this research was performed with SPSS. The survey data collected before and after different training types were exhaustively coded, cleaned, tabulated, and analyzed for their effects and relationships with one another. Records of 181 participants were deemed useful for this research. As noted earlier, 61 participants were exposed to intervention A, while 60 participants were exposed to intervention B, and an additional 60 received treatment C. Records that had missing values were dismissed from the study and were not used in statistical analyses.

Descriptive Statistics

Table 5 provides the mean and standard deviation for the variables measured from the total number of participants in the survey and split across the training types. The variables used for statistical analysis of Study 2 in this research are the change in the measures from participants' ratings of 'after' the training program minus the 'before' ratings. Such change in ratings in each measure for each variable is then averaged to inform of the 'change in variable' for statistical analysis. Since the central purpose of this research is to confirm of the validity of the social entrepreneurial formation model for the Thailand study based on the PT training program, the change in variable was a key statistic to determine the potential shift or decay in the participants' ratings after the training.

Table 5: *Descriptive statistics of the variables*

Descriptive Statistics	Total (N=181)		Training type 1 Intervention A (N=61)		Training type 2 Intervention B (N=60)		Training type 3 Intervention C (N=60)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Change in Empathy	0.36	0.77	0.23	0.66	0.39	0.90	0.47	0.73
Change in Moral obligation	0.64	0.78	0.60	0.75	0.61	0.82	0.70	0.77
Change in Perceived value of SE	0.30	0.87	0.20	0.83	0.28	0.98	0.41	0.78
Change in Self-efficacy	0.66	0.87	0.71	0.94	0.61	0.96	0.66	0.71
Change in Social Support	0.41	1.02	0.34	1.05	0.49	1.06	0.41	0.96
Change in Role Model influence	0.30	0.75	0.27	0.81	0.35	0.79	0.29	0.66
Change in Innovativeness	0.59	0.88	0.56	0.99	0.70	0.88	0.51	0.74
Change in Risk-taking	0.80	1.29	0.80	1.38	0.85	1.34	0.73	1.14
Change in Camaraderie	0.78	1.13	0.67	1.00	0.95	1.43	0.71	0.87
Change in Social Experience	1.27	1.32	1.33	1.58	1.59	1.42	0.89	0.70
Change in Previous Experience	0.43	0.93	0.41	0.92	0.41	1.06	0.48	0.81
Change in Problem/Skill-based Learning	1.49	1.09	1.58	1.22	1.46	1.02	1.42	1.04
Change in Community Relationships	1.58	1.14	1.75	1.32	1.73	1.12	1.26	0.88
Change in Social Entrepreneurial Intention (SEI)	0.49	1.13	0.30	1.00	0.60	1.08	0.58	1.28

It can be noted that the highest mean in shifting participants' social entrepreneurial intention is in intervention B (Mean 0.60, SD 1.08), followed by intervention C (Mean 0.58, SD 1.28) and A (Mean 0.30, SD 1.00), respectively.

Reliability Statistics

To make sure of the acceptable reliability of the questionnaire, the scales used in the questionnaire were tested for content validity and understanding with several informants

prior to deployment. In addition, after the survey was done, the researcher had checked for the reliability of each construct using a Cronbach's Alpha test (Table 6). Most of the variables used in the survey have the values of Cronbach Alpha above the threshold level of 0.700 except empathy, perceived value of social entrepreneurship, and risk-taking. This may be due to the fact that such variables were derived in only two to three item measures.

Table 6: *Reliability statistics*

Reliability Test	Items	Cronbach Alpha	Sig. level
Antecedents:			
Empathy	3	0.639	<0.001
Moral Obligation	4	0.826	<0.001
Perceived value of SE	2	0.586	0.009
Self-efficacy	4	0.854	<0.001
Social support	4	0.777	<0.001
Role model	3	0.865	<0.001
Innovativeness	4	0.814	<0.001
Risk-taking	2	0.452	<0.001
Camaraderie	6	0.964	<0.001
Social experience	3	0.911	<0.001
Previous experience	2	0.899	0.022
Dependent variable:			
Social Entrepreneurial Intention (SEI)	4	0.929	<0.001
Interventions:			
Problem/skill-based learning	4	0.871	<0.001
Community relationships	4	0.905	<0.001

The correlation coefficients of empathy (r=0.751), perceived value of social entrepreneurship (r=0.858), and risk taking (r=0.843) were all found to be significant at p<0.01 level. Thus, these antecedents were confirmed to be internally consistent.

Hypotheses Testing

After the data collected had been cleaned, it was then analyzed against all of the hypotheses. This section narrates the different statistical tests, their results, and the decision to accept or reject each hypothesis.

4.3.5 Effects of Intervention (Hypotheses 1 ~ 3)

Hypothesis 1 and hypothesis 2 explored the correlation between the interventions, which are skill-based learning and learning based on community relationships, with the level of change in social entrepreneurial intention. There is statistical support to accept both hypotheses. Skill-based learning is positively correlated with social entrepreneurial intention (r=0.132, p<0.05) at 95% confidence level; community relationships is positively correlated at r=0.237, p<=0.001 (see Table 7).

Table 7 : *Hypotheses testing (H1-H2)*

Hypotheses		Correlation			Support
		N	r	p	
H1	The level of skill-based learning is positively correlated with the level of social entrepreneurial intention.	181	0.132	**0.038**	YES *
H2	The level of learning based on community relationships is positively correlated with the levels of social entrepreneurial intention.	181	0.237	**0.001**	YES ***

*p<0.1; **p<0.05; ***p<=0.001

Table 8 : *Hypotheses testing (H3-H3a)*

Hypotheses		Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H3	Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention A.	C vs A	1.36	+0.284	**0.088**	YES *
H3a	Intervention C will lead to higher incidences of social entrepreneurial intention than Intervention B.	C vs B	-0.08	-0.017	**0.469**	NO
		B vs A	1.59	+0.301	**0.058**	

*p<0.1; **p<0.05; ***p<=0.001

Table 8 depicts the results of testing hypothesis 3 and hypothesis 3a. There is statistical support that there was a significant difference between the level of social entrepreneurial intention in intervention C and A (Mean difference = +0.284, p<0.1) for hypothesis 3. Nevertheless, there is no statistical support that the social entrepreneurial intention is significantly different in B and C. Another mean difference test was run to explore any significant difference of social entrepreneurial intention level in B and A, it could be shown that there is a significant difference statistically (Mean difference = +0.301, p<0.1). In summary, with a statistical significance (p<0.1, 90% confidence level), intervention B and intervention C have both led to higher incidences of social entrepreneurial intention than intervention A.

4.3.6 Perceived Desirability (Hypotheses 4 ~ 6)

Hypotheses 4 through 6 were tested for the applicable antecedents, namely empathy, moral obligation, and perceived value of social entrepreneurship with the intention to engage in a social entrepreneurial venture. All of these hypotheses could not be rejected at p<0.05 as shown in Table 9.

Table 9 : *Hypotheses testing (H4-H6)*

	Hypotheses	Correlation			Support
		N	r	p	
H4	The Empathy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.230	**0.002**	YES **
H5	The Moral Obligation expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.213	**0.004**	YES **
H6	The Perceived Value of Social Entrepreneurship expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.181	**0.015**	YES **

*p<0.1; **p<0.05; ***p<=0.001

Looking further into empathy, Table 10 shows that there is a significantly greater difference in the incremental impact in intervention C rather than invention A (Mean difference = +0.232, p<0.05). Thus we cannot reject hypothesis 4a; however, the incremental impact on empathy in intervention C is not significant when compared to intervention B. The same result applied when comparing invention B against intervention A. Therefore, we are able to state only that the incremental impact on empathy is significantly greater in intervention C than intervention A.

Table 10 : *Hypotheses testing (H4a/b-H6a/b)*

	Hypotheses	Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H4a	In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention A.	C vs A	1.83	+0.232	**0.035**	YES **
H4b	In Intervention C, the incremental impact on Empathy will be significantly greater than the incremental impact on Empathy in Intervention B.	C vs B	0.48	+0.072	**0.315**	NO
		B vs A	1.12	+0.160	**0.133**	

	Hypotheses	Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H5a	In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention B.	A vs B	-0.07	-0.010	**0.472**	NO
H5b	In Intervention A, the incremental impact on Moral Obligation will be significantly greater than the incremental impact on Moral Obligation in Intervention C.	A vs C	-0.74	-0.102	**0.231**	NO
		B vs C	-0.63	-0.092	**0.265**	
H6a	In Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention A.	C vs A	1.39	+0.203	**0.084**	YES *
H6b	Intervention C, the incremental impact on Perceived Value of Social Entrepreneurship will be significantly greater than the incremental impact on Perceived Value of Social Entrepreneurship in Intervention B.	C vs B	0.83	+0.133	**0.205**	NO
		A vs B	-0.42	-0.070	**0.336**	

*p<0.1; **p<0.05; ***p<=0.001

The incremental impact on moral obligation in intervention A is not significantly different when compared to intervention B and intervention C, separately. We have to reject hypothesis 5 and hypothesis 5a. In fact, results also showed that there is no significant difference when comparing intervention B against C. In short, the incremental impact of moral obligation was not statistically significant across interventions.

On the other hand, when comparing the incremental impact on perceived value of social entrepreneurship in hypothesis 6a, it appeared to be significantly greater in intervention C than A, but not greater than intervention B (hypothesis 6b). We were able to state only that the

incremental impact on empathy is significantly greater in intervention C than intervention A at a confidence level of p<0.1.

4.3.7 Perceived Feasibility (Hypotheses 7 ~ 9)

Hypotheses 7 to 9 tested for the antecedents of, self-efficacy, social support, and the relevance of a role model respectively with the intention to engage in a social entrepreneurial venture. None of the hypotheses were rejected at p<0.05 and p<0.001 as shown in Table 11.

Table 11 : *Hypotheses testing (H7 -H9)*

Hypotheses		Correlation			Support
		N	r	p	
H7	The Self-efficacy expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.341	**0.000**	YES***
H8	The level of Social Support expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.288	**0.000**	YES***
H9	The relevance of a Role Model expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.185	**0.013**	YES**

*p<0.1; **p<0.05; ***p<=0.001

Table 12 : *Hypotheses testing (H7a/b-H9a/b)*

Hypotheses		Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H7a	In Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention B.	A vs B	0.58	+0.101	**0.281**	NO

Hypotheses		Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H7b	In Intervention A, the incremental impact on Self-efficacy will be significantly greater than the incremental impact on Self-efficacy in Intervention C.	A vs C	0.30	+0.047	**0.380**	NO
		B vs C	-0.35	-0.054	**0.363**	
H8a	In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention A.	B vs A	0.79	+0.151	**0.215**	NO
H8b	In Intervention B, the incremental impact on Social Support will be significantly greater than the incremental impact on Social Support in Intervention C.	B vs C	0.41	+0.075	**0.343**	NO
		A vs B	-0.79	-0.151	**0.215**	
H9a	In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the relevance of Role Model in Intervention B.	A vs B	-0.57	-0.082	**0.286**	NO
H9b	In Intervention A, the incremental impact on the relevance of Role Model will be significantly greater than the incremental impact on the relevance of Role Model in Intervention C.	A vs C	-0.20	-0.027	**0.420**	NO
		B vs C	0.42	+0.055	**0.339**	

*p<0.1; **p<0.05; ***p<=0.001

The incremental impact on self-efficacy, social support, and the relevance of a role model were statistically indifferent in all interventions (p>0.10), as shown in Table 12. Thus we do not find support for hypothesis 7a and 7b, hypothesis 8a and 8b and hypothesis 9a and 9b. In summary, this showed that even though the correlations of these variables are statistically significant to social entrepreneurial intention, the interventions did not have any incremental impact on enhancing self-efficacy, social support, and relevance of a role model to be significantly different across interventions.

4.3.8 Overcoming early stage (Hypotheses 10 ~ 12)

Hypotheses 10, 11, and 12 tested for the antecedents of innovativeness, risk-taking capability, and camaraderie respectively, with the intention to engage in a social entrepreneurial venture. All of these hypotheses could not be rejected at $p<0.001$, as shown in Table 13.

Table 13 : *Hypotheses testing (H10-H12)*

	Hypotheses	Correlation			Support
		N	r	p	
H10	The Innovativeness expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.436	**0.000**	YES***
H11	The level of Risk-taking capability expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.407	**0.000**	YES***
H12	The level of Camaraderie expressed by a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.322	**0.000**	YES***

*p<0.1; **p<0.05; ***p<=0.001

Table 14 : *Hypotheses testing (H10a/b-H12a/b)*

	Hypotheses	Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H10a	In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention B.	A vs B	-0.79	-0.134	**0.217**	NO
H10b	In Intervention A, the incremental impact on Innovativeness will be significantly greater than the incremental impact on Innovativeness in Intervention C.	A vs C	0.33	+0.053	**0.370**	NO
		B vs C	1.26	+0.188	**0.101**	
H11a	In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention A.	C vs A	-0.30	-0.070	**0.381**	NO
H11b	In Intervention C, the incremental impact on Risk-taking capability will be significantly greater than the incremental impact on Risk-taking capability in Intervention B.	C vs B	-0.51	-0.117	**0.304**	NO
		A vs B	-0.19	-0.047	**0.425**	

Hypotheses		Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H12a	In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention A.	C vs A	0.21	+0.036	**0.416**	NO
H12b	In Intervention C, the incremental impact on Camaraderie will be significantly greater than the incremental impact on Camaraderie in Intervention B.	C vs B	-1.09	-0.236	**0.139**	NO
		A vs B	-1.21	-0.273	**0.113**	

*p<0.1; **p<0.05; ***p<=0.001

The incremental impact on innovativeness, risk-taking capability, and camaraderie were statistically indifferent in all interventions (p>0.10), as shown in Table 14. We have to reject hypothesis 10a and10b, hypothesis 11a and 11b, and hypothesis 12a and 12b. In summary, this showed that even though the correlations of these variables are statistically significant to social entrepreneurial intention, the inventions did not have any incremental impact on enhancing innovativeness, risk-taking, capability, and camaraderie to be significantly different across interventions.

4.3.9   Experience contribution (Hypotheses 13 ~ 14)

Hypotheses 13 and 14 tested for the antecedents, namely social experience and previous experience of a participant, with the intention to engage in a social entrepreneurial venture. None of the hypotheses could be rejected at p<0.05, as shown in Table 15.

Table 15 : *Hypotheses testing (H13-H14)*

Hypotheses		Correlation			Support
		N	r	p	
H13	The level of Social Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.213	**0.004**	YES**
H14	The level of Previous Experience of a participant is positively correlated with the intention to engage in a social entrepreneurial venture.	181	0.234	**0.002**	YES**

*p<0.1; **p<0.05; ***p<=0.001

Table 16 : *Hypotheses testing (H13a/b-H14a/b)*

Hypotheses		Mean Difference Test				Support
		Samples in comparison	t	Mean Difference	p	
H13a	In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention B.	A vs B	-0.94	-0.255	**0.176**	NO
H13b	In Intervention A, the incremental impact on Social Experience will be significantly greater than the incremental impact on Social Experience in Intervention C.	A vs C	1.984	+0.439	**0.025**	YES**
		B vs C	3.40	+0.694	**0.001**	
H14a	In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention A.	B vs A	-0.01	-0.002	**0.497**	NO
H14b	In Intervention B, the incremental impact on Previous Experience will be significantly greater than the incremental impact on Previous Experience in Intervention C.	B vs C	-0.44	-0.075	**0.332**	NO
		A vs C	-0.47	-0.074	**0.321**	

*p<0.1; **p<0.05; ***p<=0.001

Table 16 narrates the results of hypothesis 13a and b and hypothesis 14a and b. There is statistical support that there was a significant difference between the incremental impact on social experience intention in intervention A and C (Mean difference = +439, p<0.05) for hypothesis 13b. Nevertheless, there is no statistical support that the incremental impact on social

experience is significantly different in A and B, thus we reject hypothesis 13a. Another mean difference test was run to explore any significant difference for intervention B and C. This test revealed a statistically significant difference (Mean difference = +0.694, p<=0.001). In summary, intervention A and intervention B appear to have a greater incremental impact on social experience than intervention C. As for hypothesis 14a and 14b, there are no significant differences of the incremental impact of previous experience in all interventions, and we thus reject both hypotheses.

4.3.10 Additional analysis: Effects of Interventions and their Antecedents

The researcher has explored further the relationships of antecedents on social entrepreneurial intention across interventions employing regression analysis. Each model represented the effect of different interventions in predicting the possible sets of antecedents with statistically significant impact on the dependent variable.

Regression Models

Tables 17-22 display the results of the ANOVA analysis and coefficients of significant independent variables (antecedents) for each of the interventions. The regression models were run to find the possible predictors of social entrepreneurial intention and the results were later analyzed.

Table 17: Intervention A ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	29.282	4	7.320	13.318	<.001[e]
Residual	30.782	56	0.550		
Total	60.064	60			

a. Dependent Variable: Y Aggregate Change in SEI

Table 18: Intervention A Coefficients

Model	Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
(Constant)		-2.765	0.008	-0.679	-0.108					
Change in Innovativeness	0.270**	2.150	0.036	0.019	0.526	0.570	0.276	0.206	0.580	1.725
Change in Risk-taking	0.248**	2.432	0.018	0.032	0.328	0.427	0.309	0.233	0.878	1.139
Change in Social Experience	0.266**	2.552	0.013	0.036	0.302	0.400	0.323	0.244	0.841	1.188
Change in Camaraderie	0.245**	2.045	0.046	0.005	0.487	0.494	0.264	0.196	0.635	1.575

a. Dependent Variable: Y Aggregate Change in SEI

Table 19: Intervention B ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	19.800	1	19.800	23.278	<.001[b]
Residual	49.336	58	0.851		
Total	69.136	59			

a. Dependent Variable: Y Aggregate Change in SEI

b. Predictors: (Constant), X12 Aggregate Change in Risk-taking

Table 20: Intervention B Coefficients

Model	Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound	Correlations Zero-order	Correlations Partial	Correlations Part	Collinearity Statistics Tolerance	Collinearity Statistics VIF
(Constant)		1.611	0.113	-0.055	0.511					
Change in Risk-taking	0.535**	4.825	0.000	0.253	0.613	0.535	0.535	0.535	1.000	1.000

a. Dependent Variable: Y Aggregate Change in SEI

Table 21: Intervention C ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.567	3	10.522	9.119	<.001[d]
Residual	64.619	56	1.154		
Total	96.186	59			

a. Dependent Variable: Y Aggregate Change in SEI

d. Predictors: (Constant), X11 Aggregate Change in Camaraderie, X3 Aggregate Change in Self-efficacy, X12 Aggregate Change in Risk-taking

Table 22: Intervention C Coefficients

Model	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
				95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
(Constant)		-2.765	0.008	-0.679	-0.108					
Change in Camaraderie	0.293**	2.573	0.013	0.095	0.760	0.405	0.325	0.282	0.927	1.079
Change in Self-efficacy	0.283**	2.520	0.015	0.105	0.916	0.378	0.319	0.276	0.954	1.049
Change in Risk-taking	0.271**	2.390	0.020	0.049	0.555	0.380	0.304	0.262	0.936	1.068

a. Dependent Variable: Y Aggregate Change in SEI

In the case of intervention A, the antecedents that are significant predictors of social entrepreneurial intention are innovativeness, risk-taking capability, social experience, and camaraderie. For intervention B, only risk-taking capability is a statistically significant predictor of social entrepreneurial intention. Camaraderie, self-efficacy, and risk-taking capability were identified as the significant predictors of social entrepreneurial intention under intervention C.

Despite the variety of significant antecedents leading to social entrepreneurial intention under different interventions, risk-taking capability is identified as the common predictor for all regression models.

5   Discussion

The results of Study 1 led to the alteration of the social entrepreneurial intention model to be tested in the Thailand study. Overcoming early stage of an entrepreneurial journey was an emergent factor from the thematic analysis of interview insights in Study 1. Also, three antecedents, innovativeness, risk-taking, and camaraderie were continuously expressed as "important", "vital", or a specifically incurred emotion of the interviewees that they believed enhanced the commitment of social entrepreneurs if they were to overcome the early stage of a social entrepreneurship journey.

The survey results of Study 2 served other purposes. The surveys were used to confirm the relationships of antecedents to the participants' social entrepreneurial intention as in the proposed conceptual model of this research. These confirmations and their theoretical justifications were also used to explain the potential effects of each intervention in the PT training program. The give and take of the interviews (from Study 1) gave rise to the language participants used to express their thoughts. This final benefit was useful in constructing a readable and relatable survey instrument.

5.1   Correlation Analysis

The hypotheses on the positive correlation of the proposed 11 antecedents with the social entrepreneurial intention were not rejected (hypothesis 4 to hypothesis 14) as the correlation level of each as the resulting t-tests were found to be significant at a 0.05 or less. Table 23 presents the correlation coefficients for each variable tested. Innovativeness and risk-taking were the two antecedents with highest level of correlation coefficients (r=0.436 and r=0.407, respectively). They

were followed by self-efficacy and camaraderie with correlation coefficients of 0.341 and 0.322, respectively. It is significant to note that three of these antecedents with relatively higher degree of correlative relationships with social entrepreneurial intention were hypothesized to constitute 'overcoming early stage' of social entrepreneurship.

Table 23 : *Summary of Correlation Coefficients*

Antecedents	Correlation Coefficients (r)
Perceived Desirability	
Change in Empathy	0.230**
Change in Moral Obligation	0.213**
Change in Perceived value of SE	0.181**
Perceived Feasibility	
Change in Self-efficacy	0.341***
Change in Social Support	0.288***
Change in Role Model influence	0.185**
Overcoming early stage	
Innovativeness	0.436***
Risk-taking	0.407***
Camaraderie	0.322***
Experience	
Social Experience	0.213**
Previous Experience	0.234**

*p<0.1; **p<0.05; ***p<=0.001

5.2   Effects of Interventions

Though all of the antecedents hypothesized in this research were positively correlated with the participants' intention to engage in social entrepreneurial ventures, the effects of interventions to create incremental impact on such antecedents were not all significant. Intervention B and intervention C led to much greater incidences of social entrepreneurial intention when compared to Intervention A. That is B > A, Mean difference = +0.301, p<0.1 and C>A, Mean difference = +0.284, p<0.1 respectively. Based on these statistical results, it could be implied that

skill-based learning interventions alone (A) led to lower incremental impact of participants' social entrepreneurial intentions when compared with community-based learning interventions (B) or the hybrid intervention with community-based learning (C). The communal aspect of the intervention may be a factor that could help increase social entrepreneurial intention when compared to problem or skill-based competency. The mean difference of social entrepreneurial intention in intervention B when compared to intervention C was not statistically significant. This implies that having the combination of skill-based and community-based learning in the same intervention has not led to significantly higher intentions as hypothesized (hypothesis 3a is rejected).

Intervention C had significantly greater incremental impact on perceived desirability in terms of empathy (hypothesis 4a) and perceived value of social entrepreneurship (hypothesis 6a) when compared to intervention A (C > A, Empathy Mean difference = +0.232, $p<0.05$; C>A, Perceived SE Mean difference = +0.203, $p<0.1$). This implies that the intervention effect of combined skill-based and community-based learning is better than skill-based learning alone for increasing empathy and perceived value of social entrepreneurship expressed by participants; however, it is not significantly different when compared to intervention B, which is community-based learning alone thus hypotheses 4b and 6b were rejected. Nevertheless, despite the effects of intervention on them, empathy and perceived value of social entrepreneurship as antecedents demonstrated relatively lower correlation coefficients ($r=0.230$ and $r=181$, respectively) towards social entrepreneurial intention when compared with other antecedents in this study.

Intervention A and intervention B had a significant incremental impact on social experience expressed by the participants in comparison to Intervention C (A > C, Mean difference

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= +0.439, p<0.05). Similarly, when B was compared to C, we saw a significant difference (B>C, Mean difference = +0.694, p<0.01). Based on these statistical findings, it could be implied that a combination of skill-based and community-based learning has led to lower incremental impact of participants' social experience when compared with community-based learning or skill-based learning alone. This may imply that trying to over connect participants to more than one treatment may have a diminishing effect on outcome.

The comparison of mean difference tests has its limitation in determining the clear significant effect of one intervention over the other as most of the hypotheses (4a and b through 14a and 14b) were rejected. Only 4 hypotheses could not be rejected as having an effect on social entrepreneurial intention, those being empathy, perceived value of social entrepreneurship, and social experience.

Thus, the researcher further analyzed the impact of antecedents on social entrepreneurial intention under each intervention by employing regression analysis. These tests were presented in Tables 17 through 22 in section 4.3.10 of this research. It can be seen that a variety of antecedents were found to be significant predictors of social entrepreneurial intention under different interventions. Specifically, the significant predictors under intervention A are innovativeness, risk-taking capability, social experience, and camaraderie. In contrast, only risk-taking capability could not be rejected as a predictor in intervention B. When Intervention C was in effect, camaraderie, self-efficacy, and risk-taking capability were seen as significantly correlated predictors. All interventions had risk-taking as the common predictor of social entrepreneurial intention.

Despite the effect of interventions, the regression model for the total number of program participants under this study (N=181) is as shown in Table 24 and 25. The significant predictors of such regression analysis were innovativeness, risk-taking capability, and self-efficacy. These three variables represent the antecedents that may lead to increasing the social entrepreneurial intention of participants.

Table 24: *Regression models of Social Entrepreneurial Intention (SEI) ANOVA[a]*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.671	3	22.890	25.294	<.001[d]
	Residual	160.182	177	0.905		
	Total	228.853	180			
2	Regression	73.851	5	14.770	16.676	<.001[e]
	Residual	155.002	175	0.886		
	Total	228.853	180			

a. Dependent Variable: Y Aggregate Change in SEI

Table 25: *Regression Coefficients[a]*

Model		Beta	t	Sig.	Collinearity Statistics	
					Tolerance	VIF
1	(Constant)		-0.725	0.469		
	Change in Risk-taking	0.314	4.677	0.000	0.879	1.137
	Change in Innovativeness	0.258	3.765	0.000	0.846	1.183
	Change in Self-efficacy	0.172	2.531	0.012	0.859	1.165
2	(Constant)		-0.652	0.515		
	Change in Risk-taking	0.298	2.484	0.014	0.269	3.722
	Change in Innovativeness	0.265	3.908	0.000	0.841	1.189
	Change in Self-efficacy	0.162	2.384	0.018	0.839	1.192
	Interaction: Risk-taking x Skill-based learning	-0.286	-2.304	0.022	0.251	3.988
	Interaction: Risk-taking x Community-based learning	0.284	1.941	0.054	0.181	5.517

a. Dependent Variable: Y Aggregate Change in SEI

It is important to note that two of three significant predictors of social entrepreneurial intention constitute 'overcoming early stage' difficulties, namely risk-taking capability and innovativeness. Self-efficacy is linked with perceived feasibility. Risk-taking capability tends to

be the most important predictor of social entrepreneurial intention. It has a higher beta value of 0.298 when compared to the other two significant predictors (as shown in Table 25), and prior results showed that it is also the common predictor of social entrepreneurial intention in all interventions. The researcher further explored the possible interaction effects that skill-based learning and community-based learning may have had with three significant predictors and found that the only significant interaction effect was with risk-taking capability. The interaction of risk-taking with skill-based learning led to a beta value of -0.286 at $p<0.05$, while its interaction with community-based learning has given the beta value of +0.284 at p value 0.054. This led to the finding that community-based learning has a positive moderating effect between risk-taking capability and social entrepreneurial intention while skill-based learning had a negative moderating effect. In summary, this research implies that community-based learning invention could help moderate or accelerate the impact of risk-taking capability on social entrepreneurial intention while skill-based learning interventions may have hindered it.

5.3   Overcoming early stage

The discussions of results as addressed in section 5.1 and 5.2 have led to the finding that overcoming early stage is a 'missing antecedent' in the Thai model of social entrepreneurial intention. The following insights could be drawn from such early stage: 1) Skill-based learning cannot be shown to increase social entrepreneurial intention. 2) Risk-taking capability expressed by the participants is the most important and a common predictor of social entrepreneurial intention across interventions. 3) Community-based learning is relatively effective in increasing the risk-taking intention of individuals to become social entrepreneurs. 4) A greater awareness of

problems and solutions appears to reduce risk-taking intention, thus reducing social entrepreneurial intention.

The commercial entrepreneurs' risk-taking ability relies on the potential reward, which often has profit as the catalyst (Wharton, 2020). Under the paradigm of social entrepreneurship where the reward is not driven by financial profit but social impact for the greater good, the findings of this research suggested that community relationships could be one of those catalysts that facilitate the start of social entrepreneurial ventures. The bond and relationship with the communities could help reduce the social entry barriers of social entrepreneurs (Robinson, 2006); hence, it could help would-be social entrepreneurs during their early stage to overcome the hurdles and sacrifices they had to make. That is, despite the high risks of failure, social entrepreneurs may be willing to persevere when they have support from the networks of communities to help them progress further. With an enhanced risk-taking capability, the would-be social entrepreneurs would have increased intention to engage in a social venture. On the other hand, problem and skill-based interventions have hindered the would-be social entrepreneurs' risk-taking abilities. This may be due to a heightened awareness of problems and the difficulty of solutions. This informed state may make would-be social entrepreneurs more aware of the risks and increase their understanding of what those risks actually mean. With that realization, they may be inclined to believe that they are not yet totally equipped with the capability to handle such risks during this early stage of their social entrepreneurship journey. While this has been shown to be a highly correlated finding for prospective social entrepreneurs, this may also be applicable to would be for-profit entrepreneurs.

5.4   Limitations

A limitation of this experiment may be in the controlling for intervention consistency. It is challenging to control the interventions to be consistent in real practices. While all trainers were briefed and trained on the curriculum they would impart, there is always a difficulty in drawing the clear line for distinction of each treatment in practical training settings as well as ensuring the consistency of training treatment. Said differently, human variation in delivery may be present. While there is no a-priori reason to believe that bias or variations occurred, it is not difficult to imagine that instructors, their competency, and emphasis may vary. Again, while there may be variance, we have no prior or post experimental reason to believe that there were systematic biases.

Secondly, the surveys were done at two separate points in time, right before the training began and right after it ended. This may have impacted the rating of participants at the end since they may have the tendency to be in the stage of appreciation for the program. While this post intervention halo effect may be present, it would be equally present for all groups of participants. Furthermore, it was suggested that the risk of not being able to track participants down and obtaining the surveys after the program was completed and participants were released was a far greater concern. Also, the research team was concerned that the greater the time lapse after treatment the lower the individuals recall of the specific training might be. Nevertheless, since the research concentrated more on the level of change in their ratings, it is assumed that such a possibility of inflated ratings would apply on a similar basis across interventions.

Also of concern is that this research did not measure the incidence of engaging in a social entrepreneurial enterprise, rather it measured intention. This was a difficult decision for the research team. On one hand, the training was aimed at changing or modifying intentions, of course with the idea of participants following through on their intentions. Thus, it was determined that an appropriate time to measure the impact of the training was immediately after the intervention. On the other hand, if, and when, a venture is created may have more to do with the life circumstances and opportunities of the entrepreneur. The expected time horizon for initiation of an entrepreneurial venture would make this research difficult to conduct. However, the organizers do intend to track the participants actual engagement in social enterprises in the future. Such a longitudinal study may provide greater insights into the actual engagement in such ventures.

Lastly, in terms of ratings, there is a possibility that the measures may face a ceiling effect. The pre-program ratings of participants were high, therefore limiting the possibility of higher rated higher perceptions after the treatments. That is, the change in their ratings before and after may be compressed due to the scale. The researcher has examined this effect in the survey data and counted the number of participants in each intervention that have rated their social entrepreneurial intention at 7 both prior and post training. Less than 15% of the data points in each intervention may be subjected to this ceiling effect. It should be noted that this ceiling effect was distributed consistently across interventions. Therefore, it is assumed that the integrity of the survey data could be effectively analyzed under this research. To overcome this effect, it is recommended for future research to educate the research participants on the level of scale and what each level means. Research on measuring social entrepreneurial intention and guidance on a more refined scale of intention is also recommended for future studies.

5.5 Contribution of this research

This study makes significant theoretical and practical contributions to the body of research on developing social entrepreneurs, training interventions, antecedents of social entrepreneurship, and the potential for allocation of support to accelerate the creation of social entrepreneurs. It has a unique contribution of empirical research with an intervention study in Thailand.

5.5.1 Theoretical contributions

Social entrepreneurship is an emerging field when compared to the research attention by mainstream for-profit entrepreneurship. The wholesale adoption of for-profit entrepreneurship principles, though applicable, could hinder the development of social entrepreneurs in particular. This research focused on the behavioral intention to engage in a social entrepreneurial venture since it aimed to extend the body of research on how to engage in the recruitment and creation of more social entrepreneurs. Such intentions, which are the focal dependent variable of this research, are defined as 'social entrepreneurial intention'. Social entrepreneurial intention is formed with a different set of antecedents compared to commercial entrepreneurs; it is mainly derived from perceived desirability and perceived feasibility (Mair & Noboa, 2006). This research extended the Mair and Noboa's Social Entrepreneurial Intention model to include the plausible groups of antecedents that are relevant to the Thai context. A conceptual model was proposed in this research, which summarizes the key constructs based on a review of relevant research findings, prescriptive observational studies, and the adaptation with the selected training program of social entrepreneurship in Thailand. In contrast to other empirical studies on social entrepreneurship, this appears to be the first time that skill-based and community-

based interventions were compared for their efficacy through a social entrepreneurship training program. That is, we have never examined the impact or differential effects of such efforts on the social entrepreneurial intentions of would-be social entrepreneurs.

Three key findings from the experiment are of significance. Firstly, overcoming the early stage of social entrepreneurship, which constitutes the antecedents of risk-taking capability and innovativeness, are crucial in increasing the social entrepreneurial intention. Secondly, risk-taking capability expressed by the would-be social entrepreneurs is the most important predictor of social entrepreneurial intention, and lastly that community-based learning intervention could help increase the impact of risk-taking on social entrepreneurial intention while skill-based learning hindered it. This final result is somewhat consistent with the notion that relationship with the communities could help reduce the social entry barriers of social entrepreneurs (Robinson, 2006). This research found that such involvement could serve as a potential catalyst for increasing the intention of would-be social entrepreneurs in a similar manner that profit acts as the reward catalyst for commercial entrepreneurs.

This research chose to focus on social motivations towards social entrepreneurial creation. Perhaps, its findings on the different impact of learning interventions could also be generalized to benefit the future research on the creation of commercial entrepreneurs. For instance, the effectiveness of different learning methods on the intention and future success of commercial entrepreneurs would be a beneficial study. Such future study could investigate if the effectiveness of those learning methods would be similar or different when compared to the results of social entrepreneurs. Intervention on community relationships could potentially be assumed to

be similar to business network relationships or other possible factors that could help enhance their sense of belonging to a business community, whereas skill-based intervention tend to be more straightforward and equivalent to intervention on business skill training for commercial entrepreneurs.

5.5.2 Practical contributions

Practitioners from both the public and private sector have tried to create more social entrepreneurs in Thailand by organizing training programs on social entrepreneurship. Challenges still remain as would-be social entrepreneurs may require a different process of nurture at different stages in their entrepreneurial journey. Impact evaluation of training programs could give implications for optimal resource allocation to support the potential recruits.

Continuous efforts and different interventions can and should be designed. This experimental study on a trial batch could help future program organizers design more effective, potentially cost-efficient and impactful solutions to enhance the incidence of social entrepreneurship. As mentioned, a point to note here is that the impact of interventions could have a time lag on results and that is why intention was studied in this research.

In this short training program of 15 days in total, it appears that a combination of interventions do not always lead to better results. Sometimes, it may be the case that 'Less is more'. Trainers should be wary of treatments that may have a diminishing effect on would-be social entrepreneurs. Whether these intense focused efforts may have triggered confusion at an

early stage rather than planned realization, or more simply have created a negative effect by participant wear out is not known but could be an area of future study.

Community relationships appear to be a potential catalyst for increasing social entrepreneurial intention within the Thai context. This research indicated support for the notion that community involvement significantly enhances the risk-taking ability which is a key antecedent to start a social venture. At the early stage of social entrepreneurship, perhaps affinity proceeds feasibility. The social venture to benefit the greater good relies greatly on the individual ability to go beyond oneself, and the relationships with others could deepen their reason to believe in a social mission.

6 Conclusion

This research set out to explore the potentially missing antecedents of social entrepreneurial intention when applied to the Thai context and to investigate the effects of different training interventions on the relationships between social entrepreneurial intention and their antecedents. This was initiated and investigated through a selected social entrepreneurship training program.

Two studies were conducted. The first study was a series of semi-structured interviews with past participants and program organizers. Findings from these interviews led to the proposed model of social entrepreneurial intention for the Thailand study. The second study was executed employing a survey that produced results which could be quantitatively analyzed to study the effects of three types of training interventions on the would-be social entrepreneurs. These training outreaches focused on skill-based learning, community-based learning, and their combined learning.

This research provided support for three insightful findings: 1) Overcoming the early stage of a social entrepreneurial venture, which comprised of risk-taking capability and innovativeness, is crucial in increasing the social entrepreneurial intention of the would-be social entrepreneurs. 2) Risk-taking capability is the most important predictor of social entrepreneurial intention. When participants feel confident in their ability to take and overcome risk, they appear to be much more likely to start ventures. 3) Community-based learning has a positive moderating effect on the impact of risk-taking capability on social entrepreneurial intention, while skill-based learning has a negative moderating effect at such an early stage of social entrepreneurship. Under the Thai context, relationships with communities played an important role in potentially accelerating the

risk-taking ability of would-be social entrepreneurs to actually engage in a social venture. In contrast, greater awareness of problems and solutions reduced risk-taking intentions, thus, reducing social entrepreneurial intention. This study contributes to the body of research on antecedents and development of social entrepreneurs, training interventions, and the allocation of support to accelerate the social entrepreneurial creation.

6.1 Directions for future research

The results of this study provide insights into the drivers of social entrepreneurial intentions and how to accelerate them. These results have potential benefits for practitioners and researchers alike. As demonstrated in this study, the impact of interventions on increasing such intention could inform the process of designing a tailor treatment to best optimize the outcome. Some themes for future research in the field of social entrepreneurship and to address some limitations with this study have been identified.

Research to extend the study of social entrepreneurial intention towards actual engagement to form a social venture. Further study of the PT program could track the number of graduates that actually engage in venture formation. This is perhaps a more important outcome measure for the program organizers and the societies in which they operate. The progression from intention to actual engagement over time is a research project already under way between the researcher and the program organizers.

Research on identification of additional missing antecedents that can predict social entrepreneurial intention under different contexts and cultural backgrounds may be required to enhance the success rate of social entrepreneurs and their creation in the long run.

This research represents a new step into the understanding of both social entrepreneurial intention and the Thailand based context. Unlike numerous studies conducted with college students or operating entrepreneurs acting as participants, this research was conducted with individuals that self-identified as intending to engage in a social entrepreneurial venture.

Research to study the impact of different interventions on social entrepreneurial intention is potentially beneficial to designing a better process for social entrepreneurship incubation.

Research to identify the measures to put a more concrete and objective approach to define different level of social entrepreneurial intention.

Research to benefit the learning and generalization of the impact of different learning interventions on creation of commercial entrepreneurs. Although the social entrepreneurial intention may be different from the intention of commercial entrepreneurs, which are more profit-driven, the implications on how different learning methods could be used to increase their intention could be tested in the same manner of this research. Such findings on a different sample of commercial entrepreneurs would be beneficial to examine if the effectiveness of those learning methods would be similar or different when compared to the results of social entrepreneurs.

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Appendix-A1: Semi-Structured Interview Questions

Developing Social Entrepreneurial Intention: An Intervention Study in Thailand

Principal Investigator, Title, and Affiliation: Miss Kanyaporn Skutalakul
                                                 DBA Student / Lee Kong Chian School of Business

Purpose of Research Study:

This study aims to understand the factors that could increase the intention of people to become social entrepreneurs and the factors that could increase the efficiency of the social entrepreneurship training program in Thailand.

_____

Interview Questions: Program Organizers

1. What was the inspiration in creating this program?
2. What are the expected outcomes of the program?
3. How do you select participants to join the program?
   a. Do the participants understand what a social entrepreneur is?
   b. How has the program helped with such understanding?
4. What are the most important elements of the program that help motivate participants to become social entrepreneurs?
   a. Why are these important?
   b. Can you rank them?
5. What has the program done well in the past?
6. How can the program be improved?
7. If you were giving advice to fellow program organizers, what would you recommend them?

Interview Questions: Past Program Participants

1. Why did you decide to join this program?
2. What motivated you to become a social entrepreneur?
3. Why do you think you got selected into the program?
4. What was your expectation of outcomes prior to the program?
5. How has the program met or failed your expectations? Why?
6. What were the most important elements of the program that help motivate you to become social entrepreneurs?
   a. Why were these important?
   b. Could you rank them in terms of importance?
7. How can the program be better?
8. What do you think a social entrepreneur is?
   a. How is it different from what you previously understand?
9. Out of 10, how ready do you think you are to be a successful social entrepreneur?
   a. why?
10. What recommendation you would have for the program organizers?
11. Who do you think should join this program to become social entrepreneurs?
   a. Which sort of people should not?
12. Out of 10, to what extent you would recommend your friend/family to join the program?
   a. and why?

Thank you very much for your participation.
Miss Kanyaporn Skutalakul

Appendix-A2: Institutional Review Board Approval of Study 1

SMU
SINGAPORE MANAGEMENT
UNIVERSITY

16 August 2021

Kanyaporn SKUTALAKUL
SMU Student
Lee Kong Chian School of Business

Dear Kanyaporn (Principal Investigator),

CATEGORY 1:   **EXEMPT FROM FURTHER IRB REVIEW**
Title of Research: Developing Social Entrepreneurial Intention: An Intervention Study in Thailand
SMU-IRB Exemption Number: IRB-21-136-E044(821)

Thank you for your IRB application for above research study, which we received on 11 August 2021.

I am pleased to inform you that, based on the description of the research in your IRB application, the IRB has determined that your research is categorized as "Category 1: Exempt from Further IRB Review" and therefore does not require further IRB review or approval.

Please however note the following:

1. You and your research team remain responsible for conducting the research in full compliance with ethical, regulatory and legal standards for treatment of human participants as set out in the SMU-IRB policies, Collaborative Institutional Training Initiative (CITI), the SMU IRB Handbook, the Singapore Personal Data Protection Act, and any other applicable regulations. If the Principal Investigator is an SMU student, the Supervisor is responsible for ensuring that the research study is conducted in compliance with the above.

2. The comments in the attached IRB application and supporting materials (e.g., informed consent form, survey materials) reflect the advice that SMU IRB has provided to help ensure that your research is conducted in compliance with such ethical standards and regulations. Therefore, we strongly recommend that you implement the comments provided by the SMU-IRB prior to collecting data.

3. Please refer to Annex A, which presents a self-check-list of key elements of human participant protections that would typically be relevant for research categorized as Category 1: Exempt from Further IRB Review. We strongly recommend that you ensure your research confirms with all of these elements.

4. Please refer to Annex B to understand the criteria for Exemption and a list of the types of factors that would potentially cause a re-categorization requiring IRB approval.

5. If you plan to modify your research protocol in any substantive way, you must consult the SMU-IRB to determine if the research can continue to be considered as "Category 1: Exempt from Further IRB Review." To do so, submit an SMU-IRB Protocol Modification Request Form (see SMU-IRB website), together with a copy of the originally-submitted IRB application (with any modifications in tracked changes) to the SMU-IRB for review prior to implementing the modified protocol. Please see the IRB Intranet for a description of how to differentiate minor from substantive modifications.

6. If any adverse events or unanticipated problems involving human participants occur during the course of the research project, you must submit an SMU-IRB Unanticipated Problem Reporting Form (see SMU-IRB website) to the SMU-IRB within 24 hours of your awareness of the event.

7. Please use the above SMU-IRB exemption number in all your correspondence with the IRB on this research.

If at any point you have a question about the categorization of this research study, ethical or regulatory requirements relevant to the study, whether modifications to your study might require re-categorization, or any other matter, please do not hesitate to contact the IRB Secretariat at irb@smu.edu.sg or telephone +65 6828-1925. You are also welcome to contact me directly.

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Appendix-B1: Questionnaire

Creating Social Entrepreneurs in Thailand

Principal Investigator, Title, and Affiliation: Miss Kanyaporn Skutalakul
                                                    DBA Student / Lee Kong Chian School of Business

Purpose of Research Study:
This study aims to understand the factors that could increase the intention of people to become social entrepreneurs and the factors that could increase the efficiency of the social entrepreneurship training program in Thailand.

_____

Program ID: _____   Batch no.:   _____

Age   _____   years old

Gender

    ☐   Male

    ☐   Female

    ☐   Others (please specify) _____

Current location (Please specify province in Thailand) _____

Hometown   (Please specify province in Thailand) _____

Highest education

    ☐   Undergraduate

    ☐   Post graduate

    ☐   Others (please specify) _____

Field of study   Faculty _____ Major _____

Current occupation   _____

Previous experience in the related fields (you may select more than one)

    ☐   Government

    ☐   Entrepreneur

    ☐   Farmer

    ☐   Media

    ☐   Academic

    ☐   Non-Profit Organization (NPOs)

    ☐   Others (please specify) _____

Please circle on the number for each of the following questions that best represents your feelings:

QUESTIONS	Strongly Disagree ← Neutral → Strongly Agree							I don't know
1) The people I admired are the people who:								
- Put themselves in other people's shoes.	1	2	3	4	5	6	7	0
- Had an emotional response when they see socially disadvantaged people.	1	2	3	4	5	6	7	0
- Feel more compassion for socially marginalized people.	1	2	3	4	5	6	7	0
2) I have the ethical responsibility to help people that are less fortunate.	1	2	3	4	5	6	7	0
3) I believe it is my obligation to help socially disadvantaged people.	1	2	3	4	5	6	7	0
4) I am born with the mission to help others in need.	1	2	3	4	5	6	7	0
5) I can be a driver to create the better society for the next generation.	1	2	3	4	5	6	7	0
6) I can make contributions to address societal challenges.	1	2	3	4	5	6	7	0
7) I can help solve the problems that society faces.	1	2	3	4	5	6	7	0
8) Solving societal problems is something I can contribute to.	1	2	3	4	5	6	7	0
9) My personal effort can contribute to solving a social problem.	1	2	3	4	5	6	7	0
10) If you started your own project to solve social problems, how likely would you be to receive the following types of support:	Very low ← Average → Very high							
- Financial support.	1	2	3	4	5	6	7	0
- Participation and in-kind support.	1	2	3	4	5	6	7	0
- Working team to run the project.	1	2	3	4	5	6	7	0
- Ecosystem to execute the project.	1	2	3	4	5	6	7	0
11) I am satisfied with my life.	1	2	3	4	5	6	7	0
12) I am satisfied with my health	1	2	3	4	5	6	7	0

QUESTIONS	Strongly Disagree ← Neutral → Strongly Agree							I don't know
13) I am satisfied with my financial status	1	2	3	4	5	6	7	0
14) I am satisfied with my community involvement	1	2	3	4	5	6	7	0
15) Starting my own social enterprise is worthwhile.	1	2	3	4	5	6	7	0
16) The benefits from becoming a social entrepreneur outweigh its sacrifices.	1	2	3	4	5	6	7	0
17) I am capable of developing a new social concept.	1	2	3	4	5	6	7	0
18) I am capable of executing a new social concept.	1	2	3	4	5	6	7	0
19) I have been inspired by a strong role model to apply sufficiency economy principles into practice.	1	2	3	4	5	6	7	0
20) My self-sufficiency role model has boosted my confidence to follow the same path.	1	2	3	4	5	6	7	0
21) My self-sufficiency role model has demonstrated practical examples.	1	2	3	4	5	6	7	0
22) Your personal experience based on the following:	Well below Adequate ← Adequate → Well above Adequate							
- My level of experience in working on social problem is.	1	2	3	4	5	6	7	0
- My level of experience with social organizations is.	1	2	3	4	5	6	7	0
- My knowledge of social organizations is.	1	2	3	4	5	6	7	0
23) How many times have you attended training on social entrepreneurship or agricultural programs in the past?	o None o 1-2 times o 3-4 times o 5 or more times							
24) Your understanding and skills based on the following:	Very low ← Average → Very high							
- My level of farming capability is.	1	2	3	4	5	6	7	0
- My understanding of societal problems in the local area is.	1	2	3	4	5	6	7	0
- My understanding of King Rama 9's philosophy of sufficiency economy is.	1	2	3	4	5	6	7	0

QUESTIONS	Strongly Disagree ← Neutral → Strongly Agree							I don't know
- My knowledge to implement sufficiency economy on a particular land is.	1	2	3	4	5	6	7	0
- My skills to carry out sufficiency economy principles successfully is.	1	2	3	4	5	6	7	0
25) I know how to build relationships with communities.	1	2	3	4	5	6	7	0
26) I know how to mobilize communities towards societal solution.	1	2	3	4	5	6	7	0
27) I am aware of the existing social entrepreneurship networks in Thailand.	1	2	3	4	5	6	7	0
28) I have access to the existing social entrepreneurship networks in Thailand.	1	2	3	4	5	6	7	0
29) I am comfortable with new ideas.	1	2	3	4	5	6	7	0
30) I am always looking for new idea to address social needs.	1	2	3	4	5	6	7	0
31) When new ideas are introduced, I am among the first to adopt.	1	2	3	4	5	6	7	0
32) I am always looking for new outcomes of sufficiency economy principles.	1	2	3	4	5	6	7	0
33) When facing a struggle in starting off your social project, your experience is that:	Strongly Disagree ← Neutral → Strongly Agree							
- I have been part of a community with a sense of family.	1	2	3	4	5	6	7	0
- I have been part of a community with team spirit.	1	2	3	4	5	6	7	0
- I have been part of a community that help each other overcome challenges.	1	2	3	4	5	6	7	0
- I have been part of a community that concerns for well-being of each other.	1	2	3	4	5	6	7	0
- I have been part of a community whose atmosphere is very friendly.	1	2	3	4	5	6	7	0
- I have been part of a community that is giving.	1	2	3	4	5	6	7	0
34) At some point in the future, I will be launching an organization that aims to solve social problems.	1	2	3	4	5	6	7	0

QUESTIONS	Strongly Disagree ← Neutral → Strongly Agree							I don't know
35) I have an idea for a social enterprise on which I plan to act in the future.	1	2	3	4	5	6	7	0
36) I am committed to become a social entrepreneur.	1	2	3	4	5	6	7	0
37) I would rather be a social entrepreneur than an employee.	1	2	3	4	5	6	7	0
38) I am comfortable with high-risk high return projects.	1	2	3	4	5	6	7	0
	Very Cautious ← Average → Very Bold							I don't know
39) When faced with uncertainty, I am typically…	1	2	3	4	5	6	7	0

Appendix-B2: Institutional Review Board Approval of Study 2

SMU
SINGAPORE MANAGEMENT
UNIVERSITY

26 October 2021

Kanyaporn SKUTALAKUL
SMU Student
Lee Kong Chian School of Business

Dear Kanyaporn,

IRB Protocol Modification Request
CATEGORY 1:   **EXEMPT FROM FURTHER IRB REVIEW**
Title of Research: **Developing Social Entrepreneurial Intention: An Intervention**
                                        Study in Thailand
SMU-IRB Exemption Number: IRB-21-136-E044-M1(1021)

Thank you for your IRB application for the above research study, which we received the revised copy on 23 October 2021.

I am pleased to inform you that, based on the description of the research in your IRB application, the IRB has determined that your research remains categorized as "Category 1: Exempt from Further IRB Review" and therefore does not require further IRB review or approval.

Please however note the following:

1. You and your research team remain responsible for conducting the research in full compliance with ethical, regulatory and legal standards for treatment of human participants as set out in the SMU-IRB policies, Collaborative Institutional Training Initiative (CITI), the SMU IRB Handbook, the Singapore Personal Data Protection Act, and any other applicable regulations. If the Principal Investigator is an SMU student, the Supervisor is responsible for ensuring that the research study is conducted in compliance with the above.

2. The comments in the attached IRB application and supporting materials (e.g., informed consent form, survey materials) reflect the advice that SMU IRB has provided to help ensure that your research is conducted in compliance with such ethical standards and regulations. Therefore, we strongly recommend that you implement the comments provided by the SMU-IRB prior to collecting data.

3. Please refer to Annex A, which presents a self-check-list of key elements of human participant protections that would typically be relevant for research categorized as Category 1: Exempt from Further IRB Review. We strongly recommend that you ensure your research confirms with all of these elements.

4. Please refer to Annex B to understand the criteria for Exemption and a list of the types of factors that would potentially cause a re-categorization requiring IRB approval.

5. If you plan to modify your research protocol in any substantive way, you must consult the SMU-IRB to determine if the research can continue to be considered as "Category 1: Exempt from Further IRB Review." To do so, submit an SMU-IRB Protocol Modification Request Form (see SMU-IRB website), together with a copy of the originally-submitted IRB application (with any modifications in tracked changes) to the SMU-IRB for review prior to implementing the modified protocol. Please see the IRB Intranet for a description of how to differentiate minor from substantive modifications.

6. If any adverse events or unanticipated problems involving human participants occur during the course of the research project, you must submit an SMU-IRB Unanticipated Problem Reporting Form (see SMU-IRB website) to the SMU-IRB within 24 hours of your awareness of the event.

7. Please use the above SMU-IRB exemption number in all your correspondence with the IRB on this research.

If at any point you have a question about the categorization of this research study, ethical or regulatory requirements relevant to the study, whether modifications to your study might require re-categorization, or any other matter, please do not hesitate to contact the IRB Secretariat at irb@smu.edu.sg or telephone +65 6828-1925. You are also welcome to contact me directly.

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Appendix-C: Synopses from Semi-Structured interviews (Study 1)

Participant-1 (P1*: Past program participant from 2020)*

Motivation I used to work for private sector in various functions and have reached the saturation point; the company began to adjust the organization and change the management. The former style is people who like to work independently. Tell me your goal The rest I manage by myself. If it comes to directing the method 1 2 3 4 5 I don't like it, rather I love freedom a bit. I always think about my childhood dream of happiness. I want to go back to do farming and try to bring back the old atmosphere. It was a very beautiful forest back then. It 's nice to be preserved. It feels quiet, cool, and peaceful. We need peace. this is what we want. So it's the starting point that we will go back and do it one more time. We can be inspiration to others as well. I want to follow in my father's footsteps (King Rama IX).

Program Influence I know of the program from a friend. We have been trained in the network previously with Ajarn Yak. But what we expected, he asked, if we were trained what we would do with our land. We also thought that our land in Korat had a problem of drought. Dry season comes there will be no water to use If we can take this knowledge to manage water. We could be a role model for others. I have land about 1 rai. I will buy 1 more rai. I have been trained with many social programs, but I still look for more knowledge.

Staying at the learning node for 10 days, I feel that we really see the sustainability of the word sufficiency economy. The lesson learned there can be used very well. Normally, when going to various centers, there will be fermented water there. But we went back and we didn't see why he didn't do it, he said that in the past he had done it. Rain-washed leaf litter improves the soil without the need for compost. Nature takes care of itself . The water is not enough. nature helps to freeze water have water for use all year. Sustainability takes time.

After the program, I still would like to know the process of involvement with the community. This evening, let's go have dinner with this man's house. Go and see how he eats him. If the area is to be divided into locks, Luang Por Tong manages it. In the house, everyone grows all the food. In one rai, it's enough to eat and live comfortably. When we go to eat rice in the cold field For ten days, ten houses, it shows the

difference for each person how he lives and eats. Not luxurious, but he was happy from the look in his eyes. From the existence we encountered, he survived.

Picture of Success After the program, different people still don't dare to take risks, we still talk to each other in LINE groups. I still need money to balance everyday living expense. I hesitate to take risk then I cannot balance. I want to do my own social project in Prachin. Prachin is a basin. When it's raining over there, I can't do anything. become a little lake P' Aor is a volunteer teacher at Phu Talay School. P' Aor is good at looking at the ground , which he said was the place where the water came from. Ajarn Yak also has a live broadcast about water management and ecosystems. What we have applied is training the project has been completed. Descriptively, there was a period where the water flowed at the canal. He must have learned a lesson to keep the water for use. So here instead of the water we let go, we keep the water. In the future, the villagers will depend on us as well. for him to make an orange orchard Because groundwater does not contain nutrients. The implementation is to keep the water intact. enough throughout the year.

I give myself 4 out of 10 in terms of success. Because we didn't start in our own place. In the past, often went to help him. go make someone else When he succeeded, we smiled. Like in other projects, we went to help him. we are happy Make other people happy and then do your own thing. This year, I think I will do my own thing because the self-reliance project started 2 years ago.

Recommendation If it is recommended, follow-up process after the program is important. It is to distribute training centers so that people are not concentrated. Let's gather at the qualifiers and distribute them to network centers. You don't have to be a philosopher, a teacher, but a mentor or a teacher is the most important thing. Be and the project that we have made for what purpose, maybe a month , will meet him once. Support, fuel, travel expenses, go see what problems he encounters and come back and report to the team that When he meets like this, how can we help him? Some people may have crossed over to the processing of produce and what to do.

After 10 days, like some people, we go to the central region. There are already more people in the central region, so it's time to get 20 people. Other people have to go to Chumphon. But the context doesn't apply. Using knowledge from Chumphon, it's not. We should provide training on a regional basis according to applicants.

Urban people have knowledge. One of them is the conviction that they know more than the villagers. After coming to the training, the knowledge gained back. He wanted to go back and do it on his own. This is what

I've encountered. He would believe that he knew better and would like to do it himself, but only trained for 5 days, got part of the theory, there are a lot more problems than that. Some people still do not complete the loop at all. He'll see what's going on in a cycle of vegetables and how he'll solve the problem. If he hadn't actually done it, he might have seen it all here.

But there will be some people who like to go get a meal first. go help a friend first will see the problems of friends Invite them to train to learn more. For example, my group went to build a bamboo house. Here, it will make the project cute. Friends help friends. Some of the problems that he encountered are close to him. When I go back to make my boyfriend disagree Parents disagree In the end, he hesitated even though he wanted to do it. If we have an intermediary Links to help explain how he can talk to his family. It will be something that is not too difficult.

Motivation Originally, I like to cook. I feel very ok if we have a basil plant in the house. I am a person who is interested in health. If we grow vegetables and fruits by themselves should be good. Currently, I still working full time. I was curious about the science of King Rama IX. I want to learn more about his principles and practices. I want to start the social experiment in my own ways, starting from my own backyard. My past experience has made me very curious. I need to discover more about this different path of social entrepreneurship.

Program Influence This is the first project that I got to experience. Never knew there was a project like this. I have found another world where the values are grounded differently from the chaos we live in. We engaged in activities that we never knew before. When we plant a tree, we try to fertilize and water it, but the tree we plant doesn't thrive. We bought a bunch of chili peppers, a tree full of peppers. But plant it and it dies. But when we try It suddenly became easier. Just take care of the soil and our trees grow. The second is a matter of society. It is a matter of cultivating consciousness. It feels great to have networking, making friends, and sharing. There is a society that is another type that we have never encountered. It made us really amenable and in love with him, especially the story of King Rama IX. I have come to understand the methods of our King Rama IX better.

Like the 5 days we went, we went to the same destination. Like these five days, it's not something that really expresses who we are. It makes us feel good, feel warm. Like the society in which we work, we talk about work. Society is very good We feel that our world has become more beautiful. It was something that had nothing to do with benefit. The difference is that 5 days is a matter of the process, but 10 days is a matter of how we get to practice and actually do it. It's like we study the theory but can't practice it according to the theory at all. Gain more knowledge from the learning node, where he has his strengths. I discover more friendships.

Actually doing it alone is ok, but with friends it's fun. let us exchange Sometimes we feel that it's exhausting. not as successful as we wish We succeed, we fail. It also has people to share ideas and share opinions. When someone start their social project, we wanted to go, we went because we thought he needed a friend. need encouragement Ask if knowledge is important. Technical knowledge is fundamental. But having friends is networking.

Picture of Success We feel that it is entirely possible. From the beginning we thought we planted the plants in pots. But when we see that we can do more than that. It can be very versatile. Any way you will The bottom line is that if you take good care of the soil and understand the plants, we can grow them all. tree management, water management.

It will be beneficial for new generation to learn more about starting social initiatives. First of all, people will be calm, healthy, share with themselves first. I felt that it blossomed. I feel like giving it to my neighbors. We are proud to be able to plant seeds. Others would like to share something good like this.

I have a set goal. I want to have a house that I wake up early, pick vegetables, pluck grass, live a self-sufficient lifestyle without living in a capitalist society. When asked about success I felt that it was success. I planted the seeds, it grew, and ate it, I had never planted a chilli. It was a success. Part of the same. We post something nonsense on Facebook and it hits someone. I think small successes happen every day.

Recommendation This kind of program can benefit everyone in the society. But the person who came in must be someone who believes that it can actually happen and can carry on. I believe that what the King has done will be able to continue. If the people who come in only hope for a connection or a friend, that may not help carry on the project as much. It's good to have friends in the project. But some people come in just wanting a connection , hoping for results from here. But if we believe that what we can do can actually happen. it is good that the project made me, who never looked beyond planting a plant in a pot. But when entering the project, I feel that I can do it.

Motivation I grew up in the Human Resources field. When I was 30 , I became a manager and wanted to be a consultant. I became the owner of the business Develop yourself as a consultant in human resources Be a teacher at various educational institutions, set up your own company, become a life coach, is the first goal of my life. Around the age of 40 , I went to attend a training course where I find myself at a point that had been forgotten. The nature way of my new life ambition comes from my subconscious. I love nature I felt that I wanted to retire and we didn't want to be a consultant or a coach. I can't do anything at that time because I'm not ready. So I did it for 15 years until I was 55 years old, 2019 at the end of December, so I quit my job. In fact, the company didn't want them to leave, but they were stubborn. My experience in HR has made me realize that every social mission comes from self-understanding. I am lucky that I understand myself and my mission.

The financial situation is not in a problem anymore. Our minds are ready. Our minds must be ready. Finances are ready, everything is ready, but your heart is not ready, you will not survive. It's important to have support system in your life as well. Now, whoever will do anything, will call and ask where and how to do it. I am open to everything because we weren't good at it. Everyone started over, trial and error. Now at our land, we started walking. I believe in learning by doing and it will make me discover something by myself.

Program Influence This one has to give credit. I learn to dig the ground alone Live with the villagers, but get it from Father Oui, Mother Oui who takes care of us. They live for a living by nature. Lives and earns according to what he has, but he has to spend money. That day, he went to sell plant products at the market and had to make a household account. The more I come across the real thing that this is real life. I am used to tens of thousands, but villagers, when the end of the month is only 200 baht , live happily It's also left to share with us. What you give us is the rice you planted yourself. So I felt a sense of wealth. So we see that this is wisdom of Thai people I want to live like that. When we know good things, we want to share it with everyone. We can do good things for the people and the country. Which is not just Thai people, but it can be used with the whole world in order to share and help each other.

At the program, it's different. a group of people who come in like self-reliance, people who lost their jobs due to covids. These are hopeless. They are a group of people who are looking for something together. The

second thing that makes it different, the trainers. They will teach you to go out and do it for others, do it for the nation, which is really us.

The 10 days experience is really unique. The trainers don't have anything to do with it. There are only villagers. We have to learn by ourselves, do it ourselves. When we reach there, we kick it down. As far as we can go, we can go as far as we can go . It's something that we see differently. It really learns by doing. I use the word that it awakens the soul. which do not know how it will come out which the spirit of each person is not the same is different. If you want to do big things alone, you won't succeed. However, I still have to rely on people anyway, but my idea, it's going to reach the whole world. It 's a dream . It's a dream, but it's an imagination , but how far can you go? We just take it and make it work. We can feed itself By taking what we already have to build on it to grow Now we start to burn charcoal, make bamboo porches, bamboo houses, from which we don't have any knowledge in this area.

Picture of Success I think that I will bring foreigners to study Thai folk wisdom. At first, I don't know how to start, what to do, when to act like a poor person Do as normal villagers do, so they look to see what the villagers are doing. I rely on myself for the nation. But this new person must know himself. I already said I love nature, but some people can do it for a moment and it's a waste of time. When it comes to being an elder, you can do it with your brother, but if you come to the training, you will gain a network and gain the hearts of those who participated. Going back to the difference, you still haven't answered. The self-reliance for the nation project is still unclear. I believe that every corner of the world will have a group of people like you, but if we can release them, they will come.

Recommendation 3 things are important, knowledge skill and attitude. Does he know himself or not that he really likes it, just doesn't like it enough? There are people who like sports but don't like to play. Maybe he just likes to watch. people like nature but does not like to mix They should not be included in the project. Here we can ask, what skills have you done in the past? The last one is attitude , most of them are true love, have real skills, but don't have a heart, attitude is pure heart.

Determination, not giving up, is one of the important keys, diligence, patience, problem solving, determination, never giving up, power must exceed 100. self-improvement non-stop keep learning These must be ratings , see how much they rate themselves and the impact the program has made on them.

_Participant-4 (P4__: Past program participant from 2020)_

Motivation It's about me rather living a normal life. I quit my job at the private sector. I mean that I don't want to work in order to have a lot of money or have to be in a certain point where we are oppressing ourselves. I wasn't the one who planned that kind of life. We have to come back to take care of our health. I love volunteer work. I always like to help others who are in need ever since I was a child.

Program Influence I was already into sufficiency economy philosophy. In our age, we are very attached to the royal family. So we feel that we have a dream to follow in our father's footsteps . One day , we have to live like that. At that time, I still thought that I would retire and then go do it. When I enjoy my work a lot, I get affection. We didn't feel stressed until the last 3 years as we said it was a crisis in work life. So it came to two crossroads. that's when it came to a turning point.

It's a feed or something from Facebook. Then I went to look at the information I know that this project is open for training 5 days, 10 days as a model and it's free too. There are free stuff in the world too. 4 nights, 5 days, even though we have converted, but the confidence has not yet arisen for those who have never worked in agriculture.

In order to know who, what, how, first, understand that the communication of the 5 day training session is quite adapted to the participants. There were adjustments in giving, teaching, giving lessons. There was a rather open exchange . Easy tuning. After 5 days, is more confident, can do more, has friends.We see more area context, area context, social landscape, we are starting to see clearly that each area is not the same. able to adjust the knowledge and understanding.

The 10 days have changed me a lot at the learning node. I got the role model of the trainer, who is very dedicated. He is trying to tell me that I don't want to leave anyone behind. I want everyone to get something back. The word Leaving No One Behind is very clear. Trainer didn't tell you what to do, but will let you Feel. Well, every night there's a lesson. You can share anything. It's an open-minded exchange. I don't give up. The more practice I have, the more equipped I will be.

Picture of Success I started from being a participant of the program, now I am so involved and has become an assistant trainer. I was inspired to take on this course of social entrepreneurship as a trainer and educator to help people to become better. I now spend a lot of time with the networks of communities and trainers. Getting to the networks is one thing, but being able to mobilize them in social project is another.

Motivation At first, I was doing homestay business. I have done many things. I was also a teacher . I left to work at homestay and came back to do farming at home. I work in environment and food security. So we've been looking at food security since more than ten years ago. I was still a teenager at the time and hadn't come out yet. and then come to see that it is really our way of salvation Returning home at the end of life. I miss the days that I used to live on the mountain. I want to help bring the nature back to recover to those days.

Program Influence The program has introduced me to networks of new friends. This is my main goal of being self-reliant, gaining networks, helping each other, sharing, and trying to find our network as much as possible.

Even though we do farming It's actually been through development work. But we have been quiet with ourselves and friends with the same heart. We have thought about different issues. Many people help each other. Great friendship from the program can really extend in each area across the country.

In the past, we didn't really do farming, not 100 percent. We felt that we really had to do it. From we planted 2 durian trees, we look at the future income. Now durians are hundreds. Step by step, step by step , go, step by step, it leads to the flag that we have placed more clearly, not in a mess.

5 days is more sparking on what are we going to do. Orient yourself. When 10 days at the learning node, it's really deep. There are many phrases of philosophy from teachers that we have kept and used in mind. Important words of teachers. The program has a lot of trainers that have the wisdoms to be my role models.

Picture of Success After the program, I try to put my social venture into system. both on the shore and on the island including travel, buildings, networks, forms of activities in the area, rice plots, rice fields, all systems have been put in place just do it step by step We can take a boat through the most beautiful mangrove forests in Thailand to the island.

One day, I will open a venture to share the knowledge of the environment, happiness and peace that it can really prove to the tourists. For those who come to really want to relax See things you've never seen, come for squids, really live the local life. I want you to relax your body and mind. Charge some energy to resume the fight. We don't have a problem with money. Looking at the overall picture of life, I think keep doing it in order to lay a foundation for future generations both environmental and social.

Recommendation We need to maintain the network that we have from the program. I am still in contact with my friends, read Line every day. We want a coconut breed. We also have a coconut garden team at Ban Phaew to help each other before the covids go viral. There are trips to help each other. I now have the network of resources to help me along the way.

I believe the program really suits everyone. If we prioritize better, the number one place was probably in the group of people who already had more energy and want to do something different socially. The wisdom we learn can actually be used in our land, but those who do not have the land and want to learn, we have to accommodate them. After training, should focus on putting thinking really into practice. I don't know what to suggest in the form of activities. Everything is ok .
We miss each other in the network a lot. Now with covid, can't go out, can't meet.

__Participant-6 (P6__: Past program participant from 2020)

Motivation Being a company employee for 18 years, decided to come out and help at home seriously. Think about the cost of life that we have and we have on hand. Parents are old. We miss our childhood life. Easy living. Parents can earn money to support the family. So I want to come back and do what we have. The main thing is to go back to live with my parents.

Program Influence I know of the program from Facebook. Yeah, it popped up or someone shared it. I saw it and read it. Interested. Apply now because we know that we have walked this path. We would also like to know what the reign of King Rama IX did and what the true sufficiency economy was. I want to follow the ways paved out by our King Rama IX.

We want to learn collectively. Someone has experience where we ask, they can answer us.
We think we would like to learn the correct approach to sufficiency economy. What is the truth, how to do it, how to do it, how to make it success .

Unexpected outcome is that we have become good friends. ready to be friends that we can truly exchange we have a consultant in the group of little houses in the middle of the big forest The small group we go to learn together is friendship. That's what we didn't expect in just 10 days, but we have friends who are willing to share and learn. Really sharing. Some things he's learned. He made a mistake We learn from his second-hand experience. We have shortcut and have companions, not lonely.

Picture of Success It was already in my mind from the beginning. because we want to do organic farming. Other goals We did not set any big goals because our goal is that we want to come back and take care of our parents.

Maybe since I used to be a facilitator, I want to explore a new approach to make things happen in the community. I will open up a learning space. Actually, learning space is not attached to the area at all, but how learning is for the community. Let people see the value of the community that has as my great-grandparents are doing We feel this is important. I will do online marketing in a small community. that person wakes up vegetables This person raises chickens. Anyone who wants to sell something, come and sell it together. The problem was because the market was closed, it was difficult to buy things, friends asked

if there were any vegetables at home, they saw all the posts, so we figured out at that time if we had set up a line group or not, and friends had something to share for sale. Here we may have come unexpectedly. because of that friendship

I start to see the pattern and it will be sustainable too. because it doesn't work with people who are far away It does it with people close to us, which people close to us . We have something that we can help each other easily. We don't have to rely on logistics . What do we have today? Bananas, chilies, mushrooms. The houses are nearby and ran to send friends for a moment. It's easier than going to trade with people far away. We sell a lot of durians online.

Recommendation Don't forget of putting theory into practice together. This means that it can be innovative in the future. like a group of friends with organic vegetables let's be friends Let's do something together. One day , we should be able to create a new community product. Because in the end, it will grant funding to various sources of funding. that there are many It can really be used to benefit the community.

We need to look for social innovation. In addition to innovation It's all about the process. It's right there too It will create a community culture. And this one, there will be a new culture that keeps popping up.

Participant-7 (P7: Past program participant from 2020)

Motivation I just retired. When I was 50, I countdown myself. I always believed in our King. Well, you're a person who, compared to people of the same age, you're pretty healthy. take good care of yourself And I thought , what will you do after retirement? We still think that the body is strong . Many of my friends are doing nothing. become a burden of society We thought we were retired, what would we do? And we think this one is the right way. I want to have my own land and do my own social venture in agriculture.

Program Influence I need more knowledge on what to do with my land after retirement. I still don't know a great teacher. because I'm not related to agriculture We know, but not deeply. I already know that this training is more than 10 days, more than expected, at least let us know the overall picture. know how to walk and have more skills to start my own initiative. To know that we are following this path is correct. What is its goal? The way that His Highness taught that we can rely on ourselves first. then help others.

This program exceeds my expectation. I have made friends to start this difficult journey together. I have come to learn about the ideal communities of being self-sufficient. It's a sharing society. Being in the communities has given me direct exposure to the communal way of living.

At the learning node, I think there is local wisdom that we neglect. It made me learn that each community had their own identity, just like the community around them, we learned from the elders. We learn the culture that maybe we have ignored. But if we take it as the identity of our country It would be a real pride. I think 10 days would be better, but in 5 days we learned the basics in the classroom. 10 days we went to experience real life. Go in touch with the villagers that they actually planted for 10 days. Go get a meal and do it. 10 days would be better because learning the real thing.

Picture of Success I don't know how much. I don't have a clear goal yet. But I think it's faster than before. We walk by trial and error. Now, at least when I finished the program, I can walk step by step, eat one bite at a time, do one thing at a time. Now we understand that we have to start like this. We share with others. They come to us. We need to help each other. We plant together, and we water them together.

Recommendation I know little. I can't recommend it at all, perhaps I want the program to recruit more youths.

I would like the children to adjust the technology to work faster and do a young smart farmer instead. It will make our country go faster. Children also have principles in living.

I say a lot. You have to start from a kid. At least you have to be proud of yourself. The new generation tends to take foreigners. You don't reach the true essence of life. I have traveled to many foreign countries. but never lived abroad. Our country is the most livable It's our home anyway.

Participant-8 (P8*: Past program participant from 2020)*

Motivation I am a freelance photographer. In college, I studied engineering. After graduating engineering , I worked on engineering for a long time. Actually, since my childhood, I already liked to draw. I actually felt that I liked art. When we do things that we like, we travel long distances, we are different. My art career has made me think about potential social project in a new artistic way.

Program Influence In the beginning, I was very surprised. I would open everything. Since we are city people, another gen will not be the same. So I thought I wouldn't take all the prejudices. At that time, I still went to the front of the room and said, we are like meeting a new kind of mutant. It's where every profession comes in. take your own uniqueness Be it a teacher, a businessman, a chef , they all like the same thing. to apply in his own way. It's a new version of a farmer . I think it's very cool. I 'm impressed. People who come to my heart at this point are kind-hearted and have a lot of givers. then have to share We just got to know each other and we really trust him. Everyone seems sincere to give to each other, to share.

The 10 days at the learning node will go deeper. expand further. It was like breaking another wall into another layer Everyone's insights were different. We feel that we go deeper into another layer. Going to different communities, we will see the cuteness the identity of the people in the area that he really lives that he is like this.

It opens our world in a different way. 5 days like teaching the basics in everything before putting the space into 10 days. Both of these processes , if there is none, it will not work . I feel that if there is no one, it can't be at all.

Picture of success I started a project to make a homestay, bringing my Spanish friends to live. If there is a foreigner who can't go home It's free to come and live.

It's clearer in many aspects. At first I felt that I was doing it alone. Now we have friends and we can learn together through trial and error. to see how he does He came to our area, came to help us, shared with us, had a younger brother to help us do it. have a friend do it better send positive energy Sometimes doing it alone feels tired. What friends send positive energy to encourage them to continue.

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I want to redefine social entrepreneurship in a new model, and it will involve new segment of foreigners. We might be able to overcome previous difficulties.

Recommendation Someone recommended it as well. Some people say that 5 days, 10 days must be maintained. It's the sanctity of it, it's 3 months after that it should have a friend visit a friend. See where your friends are, what they do, instead of just having a meal. Or relying on the new applicants can go and see the seniors.

I think it must be the mother ship provided. Because it's hard if we do it ourselves, if it's part of the project it's easier. If the activity has passed 3 months, 6 months, people who are still in will probably decrease. Bring the alumni to meet often, then he went back to do more then become successful. When it does, it sends power and confidence to the network of new social entrepreneurs, new content will emerge.

_Participant-9 (P9__: Past program participant from 2020)_

Motivation I worked on creative media for10 years. I was a working maniac. Save money to travel abroad. I went to a farm for vacation. It was a farm up north where volunteers from all over the world go to this farm. He would grow vegetables, meditate, and practice living life in a balance. Why don't Thai people value this way of living like a foreigner? I believe in this But we have to follow in our path It's the starting point. After that, I traveled to many countries, trying to look for answer in life. I went to many provinces in Thailand, went to farm stay in USA, and also authentic baker in Japan. I have learned that I can be the new generation that does not have to be like ordinary farmers but can explore new idea and to start differently than traditionally done.

Program Influence I have discovered myself and my passion in life. After finishing the program, I quit my job. I do like to be trained by the program. There is a clear learning process perspective, summarizing, bringing ideas to crystallization. It's different from the people who come in . It's different with different places, different treatments , speakers, learning processes. called all different connected to represent Sufficiency economy is not just limited to agriculture. The nine steps that the King taught How do we get to that point? We have to do this. It's a link to show the connection. Everyone doesn't have to do farming, and being a diverse person It creates a huge network. Let's bring what we like to help each other.

It's in our house. Here's the answer. It's our roots, our land, if we keep connecting the dots, it connects our legs. It's our network, our community, our country, if we go abroad, it still not the same as creating something in our home. I am convinced that the program has given me enough capability to actually implement my own social project in my own land.

Picture of Success Initially, I intended to complete the project in my land first. Draw a beautiful picture. I want to have that. I have it all. I want to do it. But now, I see that I don't have to do it on my own area only. Only by taking the learning experience. to be an inspiration to others is another way. What has changed has made me dare to open up more, look around more and to help others around me as well, so we can go together. Slowly doing it if we hold on. It won't be over. Probably I'm halfway through, right now, it's very satisfying if you go back home and don't have to buy vegetables.

I feel that people are suffering. We can be the future trainers. We are workers, we are givers. And how to give, how to give, how to give, how to give without hurting yourself, to give them how to fish, but not the fish.

I'm thinking that it is about the understanding. I will use the word "fitness " and "balance". We must know ourselves. We have to know what it is, what it is, what it is. We have to be more delicate in the way we give.

Recommendation The program itself can really change people. It is suitable for young generation too. Those who turn from capitalism would be suitable for those who depend on compulsive capitalism. with rush money Come to the program, it will go beyond every point. Only give. Only have. Only smile. No need to hurry. What is self-reliant still keeps balance because it is still in the present. It's not extreme, can find balance like a city person. If everyone can rely on themselves for the nation in general, we will all be ok.

A self-reliant society is tangible to me, and everyone wants to have it. The ideal seems distant, unrealistic, but this is really something everyone can do. I want it to be a normal way of normal society. Society today is unusual. So it's like this… What we're doing is that we're getting everything back to normal.

What makes the social journey more attractive is the outcome. It normalizes people in various ways. It will attract people with its uniqueness. If we look at the big picture We will create a normal society for the greater good. It has to have every layer . If we are happy, we can live together.

Motivation I used to work in accounting. After that, come to be an insurance sales representative. Then I have many careers after that, all in the private sector. I always miss the way I used to grow up. At home, it has been cultivated since childhood as well. Growing our own vegetables, raising pigs, raising fish, raising chickens. Sending children to study in the past, the feelings of people in other provinces Graduating students have to work in the city. If you come back home, your child is unemployed. My father sent me to school, we found a job, tried to save money. But in our life plans, we would like to return to the provinces. But no money, nothing.

This was a turning point when around 2011-2012, my husband was ill with cancer. I myself went to study Thai traditional medicine. I want to learn about herbs to use with my family. About a year later, he died. So we think that we should do things in our life that are in harmony with nature. Because we know that having money and securities can not help us at all. So we're starting to have enough. Live just enough, not extravagant, and start to do projects to give back to the society so we can all live in harmony.

Program Influence I found the program from the Internet. Every training I took, I don't expect anything. At least let us go and see and adjust it to apply to my project at my land. Only think about how to make it suitable for our space that we have. Not emphasizing that it's commercial, emphasizing that there is food safety and fresh air. The rewards are not expected to be money, but to give back. We do it and we have to eat. We share with our brothers and sisters.

People who came to the training in 5 days and 10 days must have a firm determination to walk this social path. If you come to the training and learn, you can take it back and use it.

After the program, I have a great support system from the program network. As we come from different cultures, selfishness exists, but there are not many, some are too extreme, some are very good, whoever goes in the same direction as us, gets along with us, we enjoy with them.

I met good teachers who are self-reliant. Very down to earth. Not arrogant. I like it, so we want to do something as a role model. To practice like them.

We must have gained a lot of knowledge to improve our part. We went to see many sites. I learn a lot of techniques of farming that I could utilize. I want to experiment with my friends. Friends from the same batch are still coming to see me, so we can learn together and start things together.

Picture of Success I really want to create a learning center. We want our neighbors and neighbors to do it here. Inspire them to fight the crisis. My inspiration is to have done it and want to be an example. Many people now see that there is a forest. I am all open to opportunities to develop more on my project. I take risk to start to start this project at my own land even if it will fail, I will be ok.

Recommendation The program may not be understandable at first for the new generation. Like me, now I'm 48 I'm old and can't work too hard. It's a bad point. If you're over 30, you go to farming, gardening, and raising ducks and chickens, it will be ok. Being with family here is a very important good point to go along this journey for the better society together.

Participant-11 (P11: Past program participant from 2020)

Motivation I worked in media. I love our King Rama IX very much because I have parents who used to work for the King's projects. therefore bound by children In the beginning, before studying, before the training, we do a lot of research on Sufficiency Economy. Because we have to try to capture content ,but it's not very deep. Because no one has ever shown us what it really is.

Program Influence I didn't expect anything. Because I can't do anything farming. The participants actually expected to understand the concept of the King better. I only hoped that I didn't expect to continue with any social projects at all. In 5 days, we already understood that what the King did or the teachers who came to train him, it was unconditional dedication. Much is in giving, sharing of knowledge, then it is appreciated in this regard. After going to practice for ten days at the learning node, I was exploded from within. We feel that we can do anything for others. I realize it is very good to yourself that the rest of your life, you start giving back in your spare time. What would you like to do for others? So I started with something small, helping to become a volunteer.

It started from the teacher's house, he needed people, went to help, he didn't have personnel. no phone signal It's hard to find people to live in. Because each person wants to contact the outside world.

I admire my trainer at the learning node very much. The hardship is really beyond the limit. He never complained. He didn't have the money, to be honest, to be like a broken generator. Tomorrow will inspire a new generator. he bought second hand All antique shops are used, wash basins, water pipes, I'm confused if there are many people in the world who do this. The question that arises in my mind People who don't take anything out for themselves and then have a shortage of things. I sympathize with the scarcity of the communities as well. I was able to connect with them, people in the communities. I now know what it takes to be embedded and build relationships with them.

Our life has always been with our friends in the city. Even though I'm not rich, I've never seen a shortage of this number.

Picture of Success The goal is to help others. I want to accept the challenge that life has given me and have the courage to overcome my own fear to starting out. I have known and depended on myself. It has its own spontaneous evolution. I myself do not know who I will help next month. what have you planted Let's say that since I finish the program I came to revolutionize my own house. Let my parents find something to plant.

You define helping people as small, narrow, and clear with purpose. I had a friend who lived in a condo every day and bought clothes online. Later he asked I want to grow vegetables on the balcony of the condo. What should I do? So I feel that this is a part that helps. The city people have already started to realize that they have vegetables to eat on the balcony on days that they don't want to leave the house.

Recommendation The first key of the program is to get people to speak the same language. Before I came to rely on myself, I didn't believe that I was speaking this language. That's the cultivation of thoughts, attitudes, and another thing that can make you explode from the inside.

Participant-12 (P12*: Past program participant from 2020)*

Motivation I graduated in communication arts, worked for an organizer company. Computer graphics , 3D work . Booth design .At one point , the more we work, the more stressed when we can't think of anything. The design work will squeeze us all the time. On days when I can't design, it's almost morning and I have to send work in the morning. I tried to find something else that is a new career to support myself. My family has farmland, so I want to try to expand from that. The breaking point for me was when the King died. That year, I left the company. I didn't prepare anything. We had enough. What we wanted to do. Until the King's death, we haven't done anything yet. I left work. I quit my job and want to experiment new path in life to solve social problems like our King Rama XI. Haven't started doing it yet. We do not have the knowledge of food production. So, I attended training to make me more equipped. I want to accumulate new wisdom through experience and make more social networks.

Program Influence I found the program on Facebook. It should have given me a lot of knowledge. There are new techniques in the old stuff. Maybe we think we know But we still don't understand Have tried to repeat the same things that we have done.

It goes back to the theory we learned. We went to the teacher's house. We see it in action. We went out to the community, help teachers work, bring together people between generations.

I like 10 days learning journey. Many things we have to do but it seemed very fast. I like the learning process with hands-on approach. To be honest, my memory is short. If you know then you have to shake hands and do it. If I leave it for a long time, I will forget. I studied and had to do it. Understanding of the problems is the first thing to do and then I need to be hands-on and take time to master the skills to overcome them.

Picture of Success I want to be a role model trainer for the next generation. Because I have done it myself, one day, I will teach them how. Let's call this work my thesis work. It's the last piece of work I'm going to do in life. All the things I have been through and overcome, I'll put them all here.

It's very clear, like seeing the real thing. it gives us wisdom It's not just knowledge. It crystallizes. Seeing the path, we will know that it's basically yes and no.

There are many more. Management of the same things that I have studied before. I still don't know many things. What I don't know is that we can build on it. Both the King's science, processing, we still don't know how to build it. We will encounter many things. How do we get it to have its own value? I think there has to be something deeper than that. when we are going to broadcast We will really know Not just knowing the basics Others might already know. We have to take it to create more value than what was already there.

Recommendation I think the program is more suitable for people who don't understand the social problems yet. If telling the truth, it's also suitable for people who say that we already know, but really don't know. Just listen to him, I believe that everyone meets for the first time, seems to know, seems to see, I speak in my own way. I've been trained in agriculture, I already know that if I don't open my mind like Steve Jobs, let's be stupid first. I poured out all the water in my glass. He called it cleansing. Suitable for people who really want to live a self-reliant life. I still recommend many people. Many people are interested.

It is recommended to go for 3-4 people, some say it takes a long time, some say 5 days for sure. After 10 days, each person starts to hesitate. But I think that when covid comes It's an opportunity for them to really learn. it's very good for me But I don't know how each person will look at it. I have faith.

_Participant-13 (P13__: Past program participant from 2020)_

Motivation I worked as an auditor for 2 years. I felt that it wasn't me. So I switched to a job in safety and went on to pursue another bachelor's degree. Occupational Health and Safety Doing about industrial gas production. I did it for 18 years around the refinery. My health is not good. The doctor said it was a herniated disc and had to have surgery because half of the body I didn't feel it. After the surgery was done, I went back to work as usual. A year later, the herniated disc came back. So we come back and review ourselves what we are doing. Our children are growing up. I resigned to take care of the children and take care of ourselves because if we live the same life, everything will be the same.

So I came to open a small coffee shop in Suan Suea. It's been open for 2 years a bit. When I came to open the coffee shop, I took care of my children too. Build a small garden as if you were cooking for yourself, planting vegetables, planting in our household. After a while, I started to find information about each type of vegetable.

I started to think about How is life in the end? like walking against the currents in the society. There is much more to life than that. We still have water bills, electricity bills, telephone bills that still need money and can be self-reliant at a certain level.

Program Influence I expect that after coming back from the program, we will be really self-reliant. Even if it's not 100 percent, there are probably some parts that the project will teach us. Use things around you to your advantage and apply to your own project.

I focus on food. I learn that life is simple, easy to eat. We have learned the principle of sufficiency economy, which is thinking of Rama IX. Our generation is very into it. Plant 4 kinds of forests. It's very good. The teacher took me to a lot of sites to learn. I can feel what the community is going through. I want to start by giving.

Picture of Success I have started a healing vegetable garden. There was a mother of a special child who came to see me, my eldest child has disabilities. The second is a special child. But I felt that I was lucky and blessed with my children. I want to have a learning space for mothers of the child with disabilities. It is also a vegetable garden for color therapy, a coffee shop, which is also a home school for the children.

Some children study online. Parents let me log out of the system. Home schooling, they use my space. It is a place where they learn and teach their children to plant vegetables, to grow mushrooms, to water the plants, and to grow seedlings . Children also go to dig taro, dig them, and grill them. It is better than Japanese potatoes that are expensive to buy. It has become both a healing garden, a children's school, a marketplace for nearby communities as well. I now have companionship from families that shared the same difficulties.

At first I felt tired. We think it's our garden, well, we 're just going to take care of it. But when we stepped out and gave the whole garden to everyone. So I tell everyone that this garden is not ours alone, it belongs to everyone. area. it belongs to everyone. Now I feel light and comfortable. It won't put pressure on itself. What we can do with the communities that surround us is to have shared ownership.

The heart of the project is to give back and be self-reliant in a way that is in its own right. after being self-reliant reflected to the people around you, your friends.

My giving may be like giving space for everyone to be able to cultivate, grow vegetables and mushrooms by planting trees by themselves, planting vegetables by themselves, sharing with friends. It came out a lot more than family to eat, but family that bonds.

Recommendation After the program, there should be continuous connection. Let's visit. Let's visit. Let's see the model that is different in the various projects that come out from the program.

Inspiration My grandfather believed in our King Rama IX. He was always giving back to the society when he was alive. The generation before me started from nothing much yet they were content and understood the difficulties of Thais since they have also struggled from the beginning. I always wonder what the purpose of life is.

Despite having worked in different functions of the family business and proven that I could do it, I felt it is not yet the path for me. One day I have taken the trip to the northern part of Thailand, and I have come to realize how our natural resources have been dramatically destroyed. The old Thai ecology was highly impacted. I started to find how to solve these wicked problems. Attended the training of what can and should be done to bring back our nature and revive the old ecology of Thais to be more self-reliant and progressing to benefit the society as a whole in a more sustainable way. It has become my mission in life, and I have discovered new ways of doing worthwhile social projects.

Program Origination I spent a lot of time learning about this new journey and try to gain more experience with social issues. I have seen opportunities that could be done with new way of training and design of training space to recruit new potential segment of Thai society in addition to farmers. We started our own learning center, to attract people with similar interests in making social impact that is not limited to agriculture. But everything started from first developing self-reliance within oneself. We want to be the place for learning and progressing on sufficiency economy.

With the impact of Covid-19, our family wanted to contribute in giving back to the society. We decided to organize a training program to incubate those who are interested to become social entrepreneurs and find their potential new journey in life. We wanted to contribute in giving back in a sustainable way.

Expected Outcome The ultimate value of this program is having the chance to change people's lives. Make them more equipped to be more self-reliant and introduce them to another way of

living in a more sustainable manner. The program is expected to plant seeding into participants' mindset and skillset to live with forthcoming crises sustainably.

I observed a mix of participants at different levels. About 10% are those who are ready to jump into becoming social entrepreneurs, while 70% still figuring out what to do with their lives in a more balanced manner. The rest 20% sought for new knowledge to make a living.

Key Success Factors The program is a good beginning, but in terms of equipping them further to become social entrepreneurs, there is more to be done. We allow for flexibility of the participants to determine and find out their own picture of success, which could be a new model or new project initiatives that have never been done for social entrepreneurs in Thailand.

The 5 days + 10 days are designed towards making the participants realize what it takes to become self-reliant and be a social entrepreneur in their own terms. We have been quite successful in triggering such realization. Since we try not to draw a fixed boundary of what success has to be like, we focus on opening the space for them to see their own values in doing this. That way, the results would be more sustainable, once they have actually come across their own turning point in terms of mindset. Further skills and know-how, we believe that it could be added later on. What is most important is to first deepen their intention and be able to integrate different opportunities in their lives to come up with their own project in their own way.

Of course, in terms of our training process, we seek for continuous improvement. The 15-days, we would like to keep it this way, given its effective impact on participants. However, the other supporting mechanisms, we should be flexible to design their learning along the journey to fit different groups of participants. All the learning, we strongly start from ourselves first. If we cannot change others, we can start by taking the steps to change ourselves from inside out first.

Next step We hope that our program would be useful for other program organizers as well. It totally depend on their objective and intention. We are willing to open up the space for other people to learn from our success and failures. If we have not been through what we have to go through, the difficulties and learning along the way are important lessons to get us to where we are today.

In terms of our own next step, we need to look to better tools to train people and create the space to accommodate more people and support an ecosystem for their continuous learning along the journey. Maybe the new emerging segment, like the new generation or the youngsters, we need to explore the use of technology to digitally integrate them and expand the scope of our learning to benefit the greater whole, which could be in Thailand and international arena.

Program Organizer (O2*: PT program organizer)*

Inspiration I have been working so hard all my life, both in Thailand and abroad, ever since I was a kid. That previous journey of my life was full of pressure. At one point, I have come to realize that my health can not take it anymore. Everything I did and build for my family since the beginning of my career, it would never be enough. At what point, it will be enough. I start to realize that it is no longer the way I want to live my life. Then I hit a turning point. I was not happy. Money is not everything and it does not make me happy in life.

After that realization, I was able to get out of it in 3 years. I have reached a saturation point and want to find new way of living that would make me happy, healthy, and benefit others. The values of what we do today is from within, as things are not always about money. I prefer this path in life than being an employee and suffering from corporate work.

Key Success Factors I have the chance to be the trainer as well. It fulfilled me in a way that I never thought I could make it happen. I have been there before. I empathize and understand very well of the people who are looking for new path in their lives. Being with the program, I saw them succeed. I was so happy that I got to be a part of that.

The passion and intention that we have to groom the participants, I believe is the magnet that draws them into deepening their intention to take on a new path as well. At first, I do not expect anything. But I feel like that we are able to exceed our own expectation in every single batch, which is surprising to us as well.

I think the 5+10 days combination is the process that is making good impact on our participants. Every trainer that we work with have the same intention in providing the best incubation path that we can to support them. Everyone started to see their trainers as their role model. The role model that actually have made it in their own ways, and all were ready to give back.

I always say to my participants, if I can do it, you can do it as well. Everyone can do it in their own ways and their own terms. People needs to be equipped with the skills for them to start off in a simpler way. That would be a good start for greater success to come.