

Perception of Social Entrepreneurship Competence in University Business Students

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Abstract: The ability to transform social and environmental problems into strategic actions to face the challenges of a changing environment in a creative and innovative way drives the need to train social entrepreneurs who anticipate new scenarios. Society needs social entrepreneurs who create business opportunities by bringing resources to impoverished places and using technology to generate social inclusion for people with disabilities; These ventures apply innovation to improve people's standard of living. The objective of this research was to determine the level of perception of the social entrepreneurship competence in business students of a private university in Lima, capital of Peru. The methodology used was quantitative, with a transactional approach, the sample was random considering 185 business students, the data collected was analyzed using the statistical program SPSS. The results show that 94.1% have a high level of perception of competence in social entrepreneurship; in social and personal traits they present 91.4% and 96.2% respectively; however, a lower level in innovative traits with 76.2%. The investigation concluded in the determination of a high level of competence in social entrepreneurship, however, the innovative traits must be reinforced and for this the innovation component can be included in the courses, to generate viable products and services that contribute to the creation of sustainable organizations improving their value proposition, competitiveness and economic growth. Likewise, it is advisable to reinforce personal and social traits in the training of professionals to face an environment of high uncertainty. This work will contribute to other scientific research to compare the level of competence in social entrepreneurship in other national and international contexts.

Keywords: Competition, Entrepreneurship, Innovation, Personal, Social.

1. Introduction

Social entrepreneurship is a transversal competence that refers to the ability to identify and solve social problems in an innovative, sustainable and ethical way (García-González et al., 2020). This competence has become an objective of higher education, both in Europe and in Latin America and Peru, since it contributes to human development and social well-being (Sáenz and López, 2015). However, there are various challenges to teach and evaluate social entrepreneurship, such as the lack of a common frame of reference, the diversity of contexts and actors involved, and the scarcity of resources and institutional support (García-González et al., 2020; Cordova-Buiza et al., 2022a).

According to the study carried out by Sáenz and López (2015), university training programs in social entrepreneurship in Latin America focus on developing five dimensions of competence: knowledge, skills, attitudes, values, and emotions. These dimensions are related to aspects such as critical thinking, creativity, communication, collaboration, leadership, social responsibility and self-efficacy. However, the authors point out that it is necessary to improve the articulation between theory and practice, as well as the promotion of social commitment in students, the identity mark of the future social entrepreneur. In the case of Peru, social entrepreneurship has gained relevance in recent years, due to the need to face the social and environmental problems that affect the country. According to the 2019/2020 Global Entrepreneurship Monitor (GEM) report, Peru ranks 11th out of 54 countries in terms of the rate of social entrepreneurship activity (TEA-S), with 3.8% of the adult population involved in these kinds of initiatives. In addition, 63.6% of Peruvian social entrepreneurs are between 18 and 34 years old, which reflects the potential of young people to generate positive changes in their environment (GEM Peru, 2020). However, there are also some challenges for the development of social entrepreneurship in Peru, such as the lack of financing, training, advice and support networks (GEM Peru, 2020).

In this sense, higher education has a key role in promoting social entrepreneurship as a competence for business and social sustainability. I consider that social entrepreneurship is a fundamental competence for the 21st century, since it implies a comprehensive and transformative vision of reality (Saldarriaga Salazar & Guzmán González, 2018). Universities must take on the challenge of training their students not only as competent professionals, but also as citizens committed to the common good. For this, it is necessary to design and implement training programs in social entrepreneurship that respond to the needs and demands of each context, that integrate theoretical and practical knowledge, and that stimulate the personal and social development of students (Nsereko et al., 2018).

Entrepreneurship is a dynamic concept that adapts and innovates based on the needs and opportunities of the market, as well as the recipients to whom the product or service is directed (Villa et al., 2021). Likewise, it is an activity that is conceived as an opportunity that contributes to the socioeconomic development of the countries, where the social entrepreneur becomes a transforming agent of the communities with ideas that help to solve their needs (Paz-Marcano et al., 2019).

Entrepreneurship not only refers to the creation of new companies and/or businesses, today it is also understood as a competence that encompasses a set of abilities and skills such as creativity, leadership, teamwork, innovation, decision making; all of them demanded in the personal, social and professional field (Paños, 2017).

Social entrepreneurship has become a key intellectual structure within entrepreneurship (Ferreira et al., 2019; Cordova-Buiza et al., 2022b). Also, social entrepreneurship as a concept is interpreted as a combination of social and business factors (Capella-Peris et al., 2020; Barro-Chale et al., 2023). Likewise, it is considered as an activity that explores opportunities to create, sustain, distribute and disseminate social and/or environmental value through social innovation (Alegre et al., 2017). In the same way, it can be defined as the act of recognizing and pursuing opportunities to solve social problems through the creativity of the typical entrepreneurial process of society (Corner and Ho, 2010).

An entrepreneurial society stands out because in it entrepreneurship and knowledge are considered driving forces for economic growth, job creation and market competitiveness (Machuca-Vílchez et al., 2023). In this context, within the strengths are the values that are practiced in organizations such as: solidarity, ethics, service, responsibility, mutual aid, the experiences that have been generated in each of the organizations, the capacity they have had to solve problems despite adversities (Corzo-Gutiérrez et al., 2020).

Studies have shown that social entrepreneurship activities have a far-reaching socioeconomic impact, especially in solving societal challenges (Nsereko et al., 2018). The entrepreneur must aspire to create private benefit, but also to generate social value. The model shows how the use of innovative practices manages to break with the existing paradigms so far (Alonso-Martínez et al., 2018; Olavarria-Benavides et al., 2021).

Entrepreneurship also requires certain personal, interpersonal and technical skills, as well as training that at least offers a greater probability of success and maintenance over time (Villa et al., 2021). On the other hand, factors such as endogenous barriers, the exogenous environment, the university environment, and support for entrepreneurial intention among management students are key to implementation. In addition, the topic of Social Entrepreneurship is of great importance due to the various problems that society faces, which require the development of effective projects with a social conscience that is oriented to contribute to community well-being (Trivedi, 2017).

1.1 Objectives

The objective of this study was to determine the level of perception of the social entrepreneurship competence in business students of a private university, in Lima, the capital of Peru, with this investigation the main personality traits, social skills and innovation that characterizes, and will serve to develop support strategies for the development of future social enterprises that contribute to economic, social and environmental development, likewise the results presented will serve for future research that seeks to create business models that generate value and social impact.

2. Literature Review

Social entrepreneurship is not a specific phenomenon, but rather suggests a global restructuring of work (of individuals lacking institutional support), based on the logic of entrepreneurship and the growing outsourcing of

State functions (Valenzuela-García et al., 2019). Likewise, the commitment to incorporate entrepreneurship, as part of its activities, not only academically with the training of people, but also from the creation of an entrepreneurial spirit with extension activity, which contributes to the well-being and quality of life in the communities, with the ability to determine the presence of entrepreneurial characteristics (Cantillo et al., 2021).

Current education requires training in skills to adapt to change, make decisions, solve problems, manage failure, develop creative thinking and entrepreneurship (Hamizan Roslan et al., 2019). In this sense, social entrepreneurship in students is achieved through the development of competencies that must be worked on within and by universities (Vázquez-burgete et al., 2012).

The development of the social entrepreneurship competence demonstrates the commitment that educational institutions have with leadership-with-a-cause or leadership-with-value, training their students to become true agents of change (Vázquez-Parra et al., 2020). Naturally, more training is needed in entrepreneurship in general and social entrepreneurship in particular, in the necessary skills to, in addition to achieving a sustainable and effective project, do so by solving or helping to solve a social problem to which the particular venture is directed (Villa et al., 2021).

The empowerment of social entrepreneurship in social work is a student demand and, therefore, a competence to work within future study plans (Recover and Gómez, 2019). In this sense, a greater commitment of educational institutions is required to promote this competence. For Díez et al. (2023) Social entrepreneurship is the set of strategic actions that a group carries out to improve its socioeconomic situation, where it seeks to provide social goods and services, thus avoiding dependence on its benefactors and thus achieving financial sustainability; social entrepreneurship and innovation are the main drivers of sustainable competitiveness.

The education of the future human capital within higher education highlights the need to train agents of change, with a series of skills that allow them to identify problems, propose and execute sustainable solutions and under ethical principles. In this context, social entrepreneurship stands out as a strategic competence that educational institutions are beginning to incorporate into their curriculum (García-González et al., 2020). In this context, it stands out that the measurement of entrepreneurship focuses on students, the social focus and the specific characteristics that favor entrepreneurship. Few studies consider the measurement of entrepreneurship from the perspective of the teacher (Rojas et al., 2019).

Entrepreneurship is a powerful tool to address the employment difficulties faced by youth in multiple societies globally, as well as being a source of creativity and innovation that contributes significantly to the development of societies (Sanchez et al., 2017). Furthermore, the mission of social entrepreneurship is the creation of social value for society as a whole (Murphy and Coombes, 2009). Therefore, it is necessary to support and empower family members to develop defined and functional roles through the development of skills that promote social entrepreneurship (Delfín-Ruiz et al., 2020).

Similarly, a social entrepreneur may be a businessperson capable of establishing solutions to an organization's problems, strengthening business opportunities (Roy et al., 2017). In this context, impact investors pursue both financial and social objectives and have become an important source of finance for social enterprises (Block et al., 2021). Well, social entrepreneurs like salespeople possess three proven components of entrepreneurial passion. On the other hand, another study did not demonstrate a statistically significant difference between these two groups of respondents (Balgishvili, 2017).

The business or social profile of entrepreneurs affects the challenges they face at various stages of the organization's life cycle and the strategies that help them further their unique mission (Yaari et al., 2020). Social entrepreneurship has a highly differentiated profile and is articulated with the objectives of sustainable development, which causes the majority of students to become involved in social activities through Social Responsibility policies. This is how it is evident that it is not about fighting poverty, but about working on productivity as a solution (Melian et al., 2011). Obviously, social entrepreneurs are often at the forefront of solving complex social problems in society by linking the entrepreneurial mindset with approaches to solving these systemic problems in society. Regarding the field of social entrepreneurship and the existing forms, it is a necessity to understand the various roles that social entrepreneurs must embody on a daily basis (Davis et al., 2021). Also, it is considered a main sphere of social activity that allows to solve important social problems, decrease the burden of the state regarding the solution of pressing social problems (Ignatjeva and Pletnev, 2021). In this context, investors make their financing decisions and provide a nuanced view in this new market oriented to social enterprises.

In relation to innovation, it is considered as: the need to generate results in an environment of such high uncertainty and has put extraordinary pressure on the people responsible for decision making, the confinements and the decrease in the number of operational activities have freed them time and allowed to reflect at a strategic level and, in particular, to analyze how innovation, in its different expressions, can contribute to the sustainable future of their organizations (García-Madurga et al., 2021) innovation is a fundamental piece in the development of issues economic, fulfilling a significant role in social issues such as education and environmental issues (García et al., 2020) and it seeks to anticipate the constant changes in the market, identifying potential customers to meet the needs (Son et al., 2017) .

Similarly, individual traits play an important role in entrepreneurship. In this regard, the author points out that: entrepreneurial education involves understanding the important challenges it poses, one of which is a conceptual change in the notion of entrepreneurship, assuming the comprehensive perspective of a set of valid competencies for all aspects of life, both personal, citizen or labor (Rojas et al., 2019b). Likewise, in the results they recognize that the relationship between entrepreneurial personality traits and entrepreneurial intention is fully mediated by perceived self-efficacy (Roy et al., 2017).

Research reveals six groups of underlying business theories: (1) knowledge spillover theory of entrepreneurship, (2) creation and network theory, (3) decision-making theory, (4) the specialization of (5) the theory of social entrepreneurship and (6) entrepreneurship in the informal sector (Ferreira et al., 2019).

On the other hand, looking at the aspect of entrepreneurship, the interest of micro-investors towards projects that create jobs or help preserve existing ones has been reinforced; on the other hand, as an element that helps to trace the associations between investors and entrepreneurs, a variable that we call mediation was identified; Based on the above, a list of criteria was defined that could help design a collective financing platform with a decentralized and supportive network approach (Segura Mojica, 2021). To clarify the changes that this new phenomenon brings, it is important to know what is the level of perception of social entrepreneurship competence in university students? Therefore, this research seeks to determine the level of perception of social entrepreneurship competence in business students from a private university in Peru.

3. Methodology

The present investigation was worked under the quantitative approach that is circumscribed within the positivist paradigm. The type of research is basic and descriptive design. The purpose of this descriptive study is to specify properties and characteristics of concepts, phenomena, variables or facts in a given context. In this case of the investigation, we worked on the level of perception of the social entrepreneurship competence in business students. The sample consisted of 185 students from the Business School of a private university in Lima. Of which 117 were women and 68 men. Sampling was random probabilistic. These samples are essential in cross-sectional, descriptive research designs, where it is intended to make estimates of variables in the population. These variables are measured and analyzed with statistical tests in a sample, where it is assumed that this is probabilistic and all the elements of the population have the same probability of being chosen (Hernandez et al., 2014).

The instrument used is called the Scale to Assess Social Entrepreneurship Competency in Higher Education and was applied in March and April 2021. This instrument measures personal traits, social characteristics and innovative characteristics, contains 30 items on a Likert scale, the score was: strongly disagree (1), disagree (2), midpoint (3), agree (4), strongly agree (5) (Capella-Peris et al., 2020). The reliability of 0.820 in Cronbach's Alpha, this score demonstrates a strong level of reliability of the instrument. These collected data were analyzed using the statistical program SPSS.

4. Results and Discussion

Of the results obtained by the respondents, 63% were female students and 37% male students who expressed the perception of competition as evidenced in Table 1, of 185 students representing 100%, 1.6% have a low level of the perception of competition, at a medium level 4.3%, and 94.1% represents a high level, which shows that there is a good scenario to promote social entrepreneurship in various academic activities with the purpose of contribute to business sustainability.

Table 1. Competition in Social Entrepreneurship

		Frequency	Percent	Percent Valid	Percent Accumulated
Valid	Low	3	1,6	1,6	1,6
	Half	8	4,3	4,3	5,9
	High	174	94,1	94,1	100,0
	Total	185	100,0	100,0	

Regarding Table 2, the personal trait dimension shows that 2.2% of the respondents are at the low level, followed by 6.5% who are at a medium level, and more than 90% are at a high level, which represents a positive disposition of the students to develop the competence of social entrepreneurship.

Table 2. Personal Trait

		Frequency	Percent	Percent Valid	Percent Accumulated
Valid	Low	4	2,2	2,2	2,2
	Half	12	6,5	6,5	8,6
	High	169	91,4	91,4	100,0
	Total	185	100,0	100,0	

On the other hand, in Table 3, the perception of the social trait of the social entrepreneurship competence, of 100% of respondents, it is evident that 1.6% are at the low level, 2.2% at a medium level, and 178 students representing 96.2% are at a high level.; therefore, students gather capacities to interrelate and may be able to create collaborative networks, promote teamwork and face problems together.

Table 3. Social Trait

		Frequency	Percent	Percent Valid	Percent Accumulated
Valid	Low	3	1,6	1,6	1,6
	Half	4	2,2	2,2	3,8
	High	178	96,2	96,2	100,0
	Total	185	100,0	100,0	

Finally, the dimension of the innovative trait is presented, where it is evident that 2.2% of the respondents are at the low level, while 21.6% are at a medium level, and 76% of the respondents are at a medium level. high level. In other words, students have capacities for the creation and transformation of new processes, products and/or services and based on the new organizational context, strategies must be promoted to increase innovation, given that it is a key factor for business management, making them more competitive and sustainable.

Table 4. Innovative Trait

		Frequency	Percent	Percent Valid	Percent Accumulated
Valid	Low	4	2,2	2,2	2,2
	Half	40	21,6	21,6	23,8
	High	141	76,2	76,2	100,0
	Total	185	100,0	100,0	

5. Discussion

The results obtained show a high level of perception of competence in social entrepreneurship in business students, similar to the research by Sainz-Barajas et al. (2020) which concludes that undergraduate students assigned to the Faculty of Administrative Sciences have solid attitudes of social entrepreneurship. On the other hand, in the study by Vera-Sagredo et al. (2019) indicates that teachers recognize the priority of developing skills in entrepreneurship and innovation in the training process. In the same position, Anica et al. (2020) show that the field of social entrepreneurship is known by about 56% of the respondents, and they have identified knowing the social problems that can be solved by initiatives and are willing to get involved in social activities. Likewise, the results coincide with those of Monzón and Torres-Ortega (2021) whose empirical results show that there is great interest on the part of students in business initiatives for social purposes, this is evident since most of the companies created for the Ikaenpresa entrepreneurship contest were of a social nature.

On the other hand, 82% of the students consider that the degree has allowed them to identify social entrepreneurship opportunities and 74% affirmed that the university has motivated them to think about starting a social entrepreneurship, on the other hand, 54% consider that the university does not have enough resources to develop new innovative projects and 48% of the students consider it necessary to create incentives to train new entrepreneurs (Gómez, 2021), results that coincide with the study that shows a high level of competition in higher education students. Unlike the results of the following study, which determines that 119 (59.6%) of the students had a low level of entrepreneurial attitude and only 24 (12.1%) of the students had a high level of entrepreneurship (Rivera et al., 2018).

In the present study, personal traits predominate, showing a high level of perception with 91.4%; A similar result is shown in the following study of personal experience with social entrepreneurship, which presents a medium to high level and mentions that previous experience supports improving entrepreneurial performance (García-González et al., 2020), the characteristics being key. such as trust, good communication, proactivity, optimism and decision-making.

Likewise, the innovative feature of it is evident that the majority with 76.2% have a high level of perception in this dimension. Then, 21.6% are at a medium level and 2.2% at a low level. A similar result was demonstrated in the following study. In which, they indicate that personal initiative in terms of proactivity and innovation is positively and significantly associated with the creation of social enterprises (Nsereko et al., 2018). Likewise, it has been shown that social entrepreneurs with a higher degree of entrepreneurial orientation apply product innovation and accumulate and use social capital more actively (Son et al., 2017). Also, 26% prefer proposals that generate innovation and 17% focus on altruistic causes (Segura-Mojica, 2021).

6. Conclusions

In conclusion, social entrepreneurship skills need to be included in the training programs of universities to deal with social problems and create sustainable businesses. However, in most of these institutions it is not carried out.

Regarding dimensions such as personal, social and innovative traits, they are considered basic for the development of entrepreneurship competence; which will empower university students by improving their quality of life and their environment, generating innovative projects with a value proposition that guarantee sustainability, beings capable of overcoming adversities that respond to difficult situations with a new responsible approach to constant changes. environment in the social, economic and environmental fields.

Currently, education requires developing the social entrepreneurship competence for the formation of beings capable of adapting to social, economic and environmental changes, and this competence must be worked within university classrooms with specialized teachers trained in the subject.

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