

SOCIAL SCIENCES

Student Engagement in Social Entrepreneurship: A Constellation of Five Case Studies

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Abstract. This paper is a compilation of five case studies related to engagement of university students in social entrepreneurship. These case studies were conducted as a part of Change- Making Institute Award competition. It was a joint project of National University of Modern Languages, Islamabad, Pakistan; Youth Engagement Services (YES) Network Pakistan; British Council and Proskills UK. There were five teams of students who belonged to Department of Education. It was a five week project in which each team was given five thousand Pakistani Rupees from YES Network Pakistan. Each team was supposed to invest this amount in community betterment activities (either selling services or selling products) and generate some money as well. The findings revealed that this competition contributed positively both in terms of social and economic value creation.

Key words: Social entrepreneurship, Social entrepreneur, Social enterprise, student engagement.

Introduction. University education is attributed with three main functions. These are teaching, research and service. First two functions were highly cherished since the inception of universities but unfortunately the third function was very much ignored and overlooked. But now with the passage of time societies have started to ponder that if higher level education is not making students adept to do something good for their own people, and something worthwhile for humanity then it is all useless and just a wastage of resources. If a student cannot justify himself as a constructive person for society his education is of no of value. Now universities have gradually started to think seriously that what are we giving to society? How positively are we contributing in the well- being of society? This all calls for initiating some creative ways to engage students in virtuous deeds. It demands such type of education that may prepare students not only for economic well -being but for the transformation of community as well. In other words it can be said that university education should be aimed at preparing students for creating social and economic value for society. This can be done very efficiently and effectively by familiarizing the learners with social entrepreneurship through university education.

The study was conducted in order to investigate that how student can contribute in value creation through social entrepreneurship. Learning and experiencing social enterprise at university level has certain advantages. It provides a chance to students to have career alternatives which may be related to their university majors and may be totally different from them. When student starts earning they get a confidence also that they can setup their own business. When social entrepreneurship is introduced at university level it gives engaging experiences to learners and they get guided practice also.

Objectives of the study. The study was aimed at

1. Examining university students' engagement in social entrepreneurship?
2. Determining university students' contribution in social and economic well-being of community through investment

of money in constructive interventions.

Unit of analysis. The unit of analysis was students' team. Five students' teams were treated as separate cases. Analysis was done by calculating the financial details of five teams. Whereas sub-unit of analysis were Total investment, amount consumed by student teams, total amount generation by each team, total amount returned to YES including investment, and overall profit of student teams.

Literature Review. Entrepreneurship occupies a key role in nation's economy. Business Dictionary defines entrepreneurship as "The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses. There are a lot of social problems that cannot be solved by philanthropists and government only. There is a dire need to engage other strata of the society in this regard and employ some innovative measures to tackle those problems. It has been noticed that Government and the conventional entrepreneurs cannot adequately meet all citizens' social needs, especially in developing countries, hence the need for social entrepreneurship to fill this gap [7, 5].

Social entrepreneurship is the area where entrepreneurs relate their activities with the ultimate goal of creating social value. Their intention is more of social profit rather than personal profit [1]. The language of social entrepreneurship may be new, but the phenomenon is not new. There were always found social entrepreneur but this term was not there. This new term has combined many sectors aiming at creating social and economic value [4]. a dozen years ago the concept of social enterprise, social entrepreneurship and social entrepreneur were rarely discussed about now these concepts are making breakthroughs in both sides of Atlantic. Moreover these concepts are attracting increasing interest in other regions. Social entrepreneurship implies not-for- profit ventures, social purpose business ventures, and a combination of not-for-profit and for-profit components [5].

Social entrepreneurs are those visionary thinkers who

start from the scratch and make the impossible a great reality. They are mavericks, unorthodox and independent persons. Entrepreneurs are those people who have high risk profile, have sense of urgency, want to bring positive social change and believe that ends can be achieved no matter how difficult is the path. Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems [5]. They have the spirit to make impossible a possible. A social entrepreneur is an individual who work for his or her own account while having primarily pro-social goals [2]. Pro-social goals mean such goals that benefit people other than the entrepreneur. They are achievement-oriented and focus on outcome. Their focus is more on opportunities instead of resources. They may redefine what is possible. Instead of focusing on “can this be done?” they focus on “how can it be done? Social entrepreneur puts social value at first and then thinks about economic value.

Social enterprises can be classified in terms of their goals. Peredo and McLean say that there are various types of social enterprises based upon their goals. At one extreme there are those social enterprises which have exclusively social goals and not any type of commercial goal. These social enterprises do not have any commercial exchange. There may be some other social enterprises which have exclusively social goals but have some commercial exchange. But their profits are directly related to social benefits. Another type of social enterprises which have chiefly social goals but they are not exclusively social. There is commercial exchange that gives profit to entrepreneur or supporters. There are some other enterprises which have social goals prominent among other goals but they have commercial exchange and profit-making to entrepreneur and others is a strong objective. In the last they have pointed out those enterprises which have social goals among the goals of the enterprise, but subordinate to others Commercial exchange; their prime or prominent goal is profit-making to entrepreneur & others [8]. Nicholls has quoted a research study conducted by Short, Moss, & Lumpkin in which they have drawn attention to the fact that there is a dramatic rise in academic interest in the past two decades in social entrepreneurship. But social entrepreneurship research lags behind practice [6, 9]. Most of the research papers are related to the concept clarity regarding social

entrepreneurship, social entrepreneur, convergences and divergences of social entrepreneurship and business entrepreneurship, and goals of different types of social enterprises. Very few research studies are related to social entrepreneurship in practice.

There are four criteria which draws our attention to the fact that social enterprise has economic and entrepreneurial dimensions. There is found a continuous activity of producing goods and /or selling service, there is a degree of autonomy there is a great level of economic risk and a minimum amount of paid work [3]. **Methods and Procedures.** Firstly, the researcher (focal person) attended five days training organized by NUML and YES Network Pakistan on social entrepreneurship. Then students were oriented about the concept of social entrepreneurship, its objectives, need, and models. The students were also provided with examples of social entrepreneurs that how they brought improvement in society and how they contributed positively in economic well-being. Students were motivated through inspirational quotes of Prophet Hazrat Muhammad Peace be Upon Him regarding doing good for humanity generally and for community specifically. Then twenty two students were selected from Department of Education, NUML and they were divided into five teams. Each team contained four to five students. Each team was given five thousand Pakistani Rupees for five weeks. The amount of 25000 was transferred in focal person’s account by YES Network Pakistan and then the focal person gave the amount of five thousand to each team. The students were given a free hand to invest money in interventions of their own interest and generate more money. The teams discussed different interventions with the focal person and then the most feasible interventions in the given time span were put into practice. The focal person conducted weekly review meetings with all teams. The teams discussed their achievements, challenges and opportunities with focal person. They also provided details of financial expenditures and amount generation. The focal person submitted weekly reports of the students and cash to YES account by the end of each week. Fifty percent of the total amount and the amount from the investment that was not consumed was returned to YES Network Pakistan. The student teams made following interventions.

Table 1: Composition of Teams and types of interventions

Teams	Total members(Male + Female)	Type of Intervention
Team (A.R)	4 (0+4)	Selling of products (Lemonade to university students in summer at nominal rates).
Team (GR)	4 (2+2)	Service delivery (Excursion trip of university students to hill station and providing them relaxation from hectic and stressed university schedules)
Team (A.H)	5 (2+3)	Social service (Coaching of underprivileged school students regarding life skills by creating linkages with professional caches and engaging them in training).
Team (S. J)	4 (0+2)	Social service (Purchase of sewing machines for needy women to stitching clothes on 50 % profit sharing basis). Service delivery (Measuring weights of common people and providing awareness about physical fitness). Selling of products (cherries at low cost)
Team (R. S)	5 (0+ 5)	Selling of Products (home-made lunches to shop-keepers at lowest prices; stationery items with university monograms to university students)

Findings and Discussion. Although the interventions made by student teams were small scale, but they proved to be beneficial in terms of creating social and economic value. As all teams were given the equal amount (5000 PKR) to invest, but depending on nature of interventions there

were certain teams which did not consume the whole amount. Therefore they returned the amount that was not invested. The total financial summary of five cases is given below

Table 2: Financial Summary of Five Teams

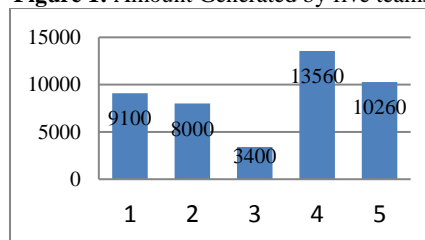
Financial Summary	Team (A.R)	Team (G.R)	Team (A.H)	Team (S. J)	Team (R.S)
Total Investment	5000	5000	5000	5000	5000
Total Amount consumed	4200	2500	675	5000	4250
Total Amount Generated	9100	8000	3400	13560	10260
Total Amount Returned to YES Including Investment	5350	6500	6025	6780	5880
Overall Profit of Student Teams	4900	5500	2725	8560	6010

The findings revealed that Team 4 (S.J) generated maximum amount of 13560 by investing 5000 PKR. Team 5 (R.S) generated 10260 by utilizing 4250 PKR, Team 1 (A.R) generated an amount of 9100 By investing 4200 PKR, Team 2 generated an amount of 8000 by utilizing 2500, and team 3 (A. H) had generated an amount of 3400 by utilizing 675PKR. As Team 3 (A. H) had provided coaching to underprivileged school children and they engaged professional trainers on volunteer basis. For this reason they did not need to invest much. From a meager amount of 750 PKR Team 3 generated 3400 PKR.

Conclusion. It is concluded that students contributed positively in social entrepreneurship activities. They brought improvement in society by either selling services or by selling products. They created linkages with profession-

als as well as school administrations. They tried to reduce stress level prevailing in society to some extent, and generated income as well. They create both social and economic value.

Figure 1: Amount Generated by five teams.



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