



温州肯恩大学
WENZHOU-KEAN UNIVERSITY

Social entrepreneurship in Chinese undergraduate students

In Partial Fulfillment of the Requirements
for the Bachelor of Science in Finance

by

WANG Yihan

1025873

May, 2020

Table of Contents

Page Number

ABSTRACT	1
1. INTRODUCTION	2
2. LITERATURE REVIEW	4
2.1 (Definition of business entrepreneurship and social entrepreneurship)	4
2.1.1 (Definition of business entrepreneurship)	4
2.1.2 (Definition of social entrepreneurship)	5
2.2 (Differences between entrepreneurship and social entrepreneurship)	6
2.2.1 (Regarding definition of entrepreneurship)	6
2.2.2 (Regarding characteristics of social entrepreneurship)	7
2.2.3 (Regarding entrepreneurs of social entrepreneurship)	8
2.2.4 (Regarding entrepreneurial opportunities)	8
2.2.5 (Regarding purposes of entrepreneurships)	8
2.3 (Development of social entrepreneurship)	9
2.3.1 (Worldwide development)	9
2.3.2 (Chinese domestic development)	10
2.4 (Social entrepreneurship within Chinese undergraduate students)	10
2.4.1 (Barriers for them to practice social entrepreneurship)	10
2.4.2 (Suggestions for them to practice social entrepreneurship)	11
3. METHODOLOGY & DATA	12
3.1 (Discussion and explanation of dataset)	13
3.2 (Discussion of the sample)	13
3.3 (Discussion and explanation of methodology)	14
3.4 (Discussion and explanation of the model and null hypotheses)	15
4. ANALYSIS & FINDINGS	16
4.1 (Year level)	17
4.2 (Social entrepreneurship education)	17
4.2.1 (Related education background)	17
4.2.2 (Provide social entrepreneurship courses in college)	18
4.3 (Business major and non-business major)	18
5. CONCLUSION	19
6. REFERENCES	21
7. TABLES AND FIGURES	
Table 1 (Likert Scale)	
8. APPENDIX	
Appendix A (Questionnaire)	
Appendix B (Regression analysis for year level)	
Appendix C (Regression analysis for related education background)	
Appendix D (Regression analysis for providing social entrepreneurship courses)	
Appendix E (Regression analysis for business or non-business major)	

Abstract

This study examines to study the current situation of practicing social entrepreneurship among Wenzhou Kean University undergraduate students. It will examine and analyze the understanding level of social entrepreneurship, the willingness of practicing it, and the further influences on providing related courses to Chinese undergraduate students. Based on the data collected by the online questionnaire from 100 respondents in WKU, including 48 males and 52 females who are from different majors and grades. Furthermore, regression analysis was used to analyze several independent variables, such as different grades, the business major or non-business majors and related education background, and their relationship with the dependent variable of Chinese undergraduate students understanding level and willingness to practice social entrepreneurship. We find that Chinese undergraduate students in different grades, majors and whether they have the related education background do not have a significant effect on their willingness to practice social entrepreneurship. Also, respondents show the expectation of starting their own business, but lack of professional knowledge and short of funds support make them hard to achieve goals. Therefore, this research also discusses the barriers and suggestions for Chinese undergraduate students to practice social entrepreneurship.

Keywords: Social Entrepreneurship; Business Entrepreneurship; Business Major; Non-business Major; Education Background

1. INTRODUCTION

The origin of social entrepreneurship originated from developed countries in Europe and America (Johnson, 2003). For example, in 1988, the “Teach for America (Duncan, 2016)” set off a wave of college students in the United States to realize their social value in impoverished rescue. The reason is that Wendy Cooper, a graduate of Princeton University, publicized, raised funds and called college graduates together to teach in poverty-stricken areas to realize the idea of forming a non-profit organization in his graduation thesis (Duncan, 2016). But in China, social entrepreneurship has already started (even there is no systematic theoretical support). As early as the 1980s, Ren Xuping began to explore China's social entrepreneurship (Ren, 2015). Through the rabbitry industry, he created a sustainable poverty alleviation model of “one people for other people (Ren, 2015)”, helping many people get out of poverty and become rich. This is also an early attempt of social entrepreneurship in China.

For more than a decade, social entrepreneurship has been reinforced in response to the needs of the society and developed in many foreign countries. The concept of social entrepreneurship has also rapidly appeared in people's vision. Although some good results have been made in social entrepreneurship, it is still in the primary stage, that is, theoretical concepts are more than practical achievements (Lisa Jiang, 2009). So in recent years, social entrepreneurship has attracted more and more attention.

Social entrepreneurship combines public welfare and sociality, and it combines the realization of social values and enterprise operations. The importance of researching social entrepreneurship is reflected in the first reason that in the current situation where the traditional resources in the society are decreasing and the competition for obtaining these resources are intensified, the non-profit organization (public welfare) faces the stress and strong demand from the improvement of operational effectiveness and the sustainable

development. So the practice and concept of social entrepreneurship came into being under such circumstances; Second, the marketization of the economy and economic globalization have led to the continuous concentration of social wealth in private organizations, while public social problems increasingly, the society urgently requires enterprises to take on greater social responsibility and more proactive and complex social problems, which encourages more private enterprises and non-profit organizations to conduct “social entrepreneurship” activities to realize the commercial value and the social value as the double return from investment (Zhonghua Yan, 2007).

In China, the research of social entrepreneurship and the promotion of social entrepreneurship need to be considered from the following three aspects: government policy support, active cooperation of enterprises, and social entrepreneurship education in colleges and universities (Lisa Jiang, 2009). Among them, education plays a role in promoting the development of social entrepreneurship. That is, the group with higher education levels, the incidence of social entrepreneurship will be relatively high (Jun, 2012). Therefore, it is especially significant to study the social entrepreneurship of Chinese college or undergraduate students.

In this paper, I aim to help audiences know the definition and main characteristics of social entrepreneurship, how and why it develops, the future trend of it, and focus on the problems and suggestions when Chinese undergraduate students practice social entrepreneurship. I will differentiate business entrepreneurship and social entrepreneurship from multidimensional comparison first, then study for the barriers and suggestions when Chinese undergraduate students practice social entrepreneurship. The next section will discuss the literature review, which are the related existing studies and views in this field.

2. LITERATURE REVIEW

After finishing the introduction section, literature review section draws on the available academic and related literature references, and focusses primarily on the comparison from definition, characteristics and development of social entrepreneurship and business entrepreneurship, and the barriers and suggestions when Chinese undergraduate students practice social entrepreneurship.

2.1 Definition of business entrepreneurship and social entrepreneurship

2.1.1 Definition of business entrepreneurship

Entrepreneurship is a process which involves the identification, evaluation and exploitation of opportunities, then it integrating opportunities, resources and people/entrepreneur (Timmons, 2009). Regarding business Entrepreneurship, it aims to generate profit while building or scaling a new business or business. And the meaning of business entrepreneurship is that an entrepreneur takes action to make a change in the world of certain fields: business, marketing, education, technology or others (Ferreira, 2019).

To talk about entrepreneurship whatever kinds of it, we have to notice the people who involves in entrepreneurship—entrepreneur. An entrepreneur is the person who finds a problem in the field that the person is interested in or in the world, then the person will immediately focus on solving this problem by assuming the risks associated with any such venture (Fischer, 2018). The entrepreneur is an important part of entrepreneurship. In business entrepreneurship, entrepreneurs are aimed to make profit.

2.1.2 Definition of social entrepreneurship

It's difficult to define what is social entrepreneurship and what are the conceptual boundaries of it. In the broad-based sense of entrepreneurial activities, the part of the entrepreneurial activities that aim to achieve social responsibility is widely referred to as social entrepreneurship (Zhan, 2012). In essence, social entrepreneurship can be defined as the process that under the stimulation of social (public welfare) mission, individuals or social organizations have realized entrepreneurship activities in which public welfare is the goal of entrepreneurship, pursues innovation, efficiency and social interests (Zhan, 2012). In this process, individuals or social organizations combine commercial value and social value (public welfare), use the ability to manage, organize and adapt to the environment to undertake different risks to achieve the goal of social entrepreneurship.

Social entrepreneurship has three characteristics: Sociality; Market orientation; and Innovation (Pengfei Zhao, 2012). And social entrepreneurship also requires three kinds of abilities: First, continuously discover and explore new opportunities, and commit to the innovative spirit of "Innovativeness". Social entrepreneurship refers to all innovative activities in the field of social or public welfare undertakings, which are devoted to the experiment and application of new ideas, new concepts and new methods. Second, the pursuit of management efficiency professionalism-- "Management Professionalism". Social entrepreneurship should use economic and management expertise, management skills and efficiency measures in social or public welfare undertakings to achieve maximum efficiency and best social effects of entrepreneurial activities. Third, the Risk Taking and Proactive Risk Handling, which challenges and accepts all kinds of risks, can withstand the enterprising spirit of various losses caused by the failure of social entrepreneurship, and the ability to solve a variety of risks and uncertainty issues (Zhan, 2012). These three kinds of capabilities are indispensable, and they must work

together to form a competitive position within the organization or enterprise that conducts social entrepreneurship activities, thereby achieving the sustainable development of social entrepreneurship.

Social entrepreneurship itself has obvious social purpose and social mission. It is an activity that continuously produces social value in social, economic and political environment. Moreover, social entrepreneurs will take certain risk-taking activities in the entrepreneurial activities of innovation, adaptation and learning, and will not be restricted by the current scarcity of resources and no longer move forward (Lisa Jiang, 2009).

2.2 Differences between entrepreneurship and social entrepreneurship

2.2.1 Regarding definition of entrepreneurship

The main difference of definition that between social entrepreneurship and business entrepreneurship is the question of which social wealth creation and economic wealth creation are relatively preferred (Lisa Jiang, 2009). While chasing economic interests, although business entrepreneurship also increases social wealth by creating new technologies and new jobs, business entrepreneurs first pursue economic wealth, which is a by-product of economic wealth creation. In social entrepreneurship, the main purpose is to create social value, and to obtain profits is only the economic foundation and guarantee for realizing the social mission.

The second difference is that business entrepreneurship focuses on the new needs of the current society, but social entrepreneurship often focuses on effective services through innovative methods to meet basic and long-term needs (Lisa Jiang, 2009).

Last, for business entrepreneurship, what is needed is that the potential market size must be large enough or can be increased. For social entrepreneurs, social needs are usually

more important than market size. Even if the market size is small, economic returns are not enough to cover the cost of input (Lisa Jiang, 2009).

2.2.2 Regarding characteristics of social entrepreneurship

Social entrepreneurship which is like traditional entrepreneurship, focuses on “who uses methods to influence the discovery, creation, evaluation, and exploration of future products and services”; and although social entrepreneurs have behaviors similar to traditional entrepreneurs, they are in one activity, and attention to care and help is more than making money (Li Jia, 2012).

Compared with commercial entrepreneurship, social entrepreneurship also has the characteristic of innovativeness (Lisa Jiang, 2009). It contributes to the people by its model and serves the social groups better. However, the profits generated in its operation must be its social goals and social missions, not for private.

Business entrepreneurship only aims at obtaining economic benefits. Social entrepreneurship is a process in which individuals or social organizations creatively integrate social values and economic values in the process of entrepreneurship and management (Zhan, 2012). The motivation for business entrepreneurship is to obtain profits, and the goal of social entrepreneurship is to serve the society. However, if there is no financial support, it cannot continue to operate, it means that social entrepreneurs also pay attention to the generation of profits (Lisa Jiang, 2009). The biggest difference between the two is that the profits generated by social entrepreneurship are all used in the completion of their social mission.

2.2.3 Regarding entrepreneur

For social entrepreneurs, the social mission is the most important and core, and it directly affects how social entrepreneurs recognize and evaluate opportunities. How much social value (rather than profit) is created in relation to a social entrepreneur is a key measurement of the success of a social entrepreneur (Zhonghua Yan, 2007).

Social entrepreneurs have the common characteristics of business entrepreneurs, such as strong innovation, strong risk tolerance, strong resource integration, etc. In addition, social entrepreneurs are more benevolent and kind, more loving than business entrepreneurs. Enthusiasm, and more importantly, selfless dedication to the good character of society and the strong will and dedication of transforming society (Zhonghua Yan, 2007).

2.2.4 Regarding entrepreneurial opportunities

In terms of entrepreneurial opportunities, business entrepreneurship focuses on the new needs of the current society, and social entrepreneurship often focuses on the basic and long-term needs of effective services through innovative methods. For business entrepreneurs, what is needed is that the total market size must be large enough or can be increased and its industrial structure is attractive enough. For social entrepreneurship, social needs are usually more important than adequate market size (Zhonghua Yan, 2007).

2.2.5 Regarding purposes of entrepreneurship

The purpose of business entrepreneurship is to create high business value (Zhonghua Yan, 2007). But the main purpose of social entrepreneurship is to create high social value. For social entrepreneurs, creating profits is only a means to achieve the purpose, not the purpose itself.

A more reasonable view of the difference between social entrepreneurship and business entrepreneurship is that it gives relative priority to the creation of social wealth and economic wealth. From the perspective of social wealth, while pursuing interests, business entrepreneurs also increase social wealth by creating new markets, new industries, new technologies, new institutional forms, new jobs, etc. In business entrepreneurship, social wealth is a by-product of economic wealth creation. In social entrepreneurship, the main purpose is to create social value. Profit is only the economic basis and guarantee for realizing the social mission (Zhonghua Yan, 2007).

2.3 Development of social entrepreneurship

2.3.1 Worldwide development

In the United States and European countries, social entrepreneurship has been highly valued, becoming the government's development strategy and becoming an important research topic; in Hong Kong and Taiwan, social entrepreneurship is also vigorously carried out (Xue Jiang, 2009).

In recent years, foreign research on social entrepreneurship has achieved many results. However, the current social entrepreneurship research still lags behind the social entrepreneurship practice (Xue Jiang, 2009). Social entrepreneurship research is a brand-new research field, both as a concept and practice, will have a profound impact on the world's building a harmonious society. Globally, social entrepreneurship is slower and more backward than commercial entrepreneurship (Zhan, 2012). It is a worldwide problem that all countries face. First, Social entrepreneurship has a certain relationship with the degree of economic development. Compared with developing countries, in developed countries, more people participate in social entrepreneurship. Second, gender differences. Globally, men participate in

social entrepreneurship more than women. Third, education level. Compared with entrepreneurial groups without education, entrepreneurial groups with a certain educational background are more likely to engage in social entrepreneurship (Hao Jiao, 2008).

2.3.2 Chinese domestic development

Chinese domestic social entrepreneurship research is still quite weak, and it is impossible to theoretically guide China's social entrepreneurship practice (Hao Jiao, 2008). Therefore, on the basis of learning from relevant foreign research results, combined with the practical experience of social entrepreneurial activities, the corresponding theoretical analysis framework should be put forward, which should be the urgent task of China's social entrepreneurship research (Zhan, 2012).

2.4 Social entrepreneurship within Chinese undergraduate students

2.4.1 Barriers for them to practice social entrepreneurship

College students' social undertakings are the main content of college students serving the society and carrying out social undertakings. They learn from the model of business model operation to implement a public welfare project with certain level and sustainable development. College students' entrepreneurship has become a relatively common phenomenon, but the awareness of college students' social entrepreneurship is relatively weak. At present, college students' social entrepreneurship is in a backward state (Qing Ma, 2014).

The problems of college students' social entrepreneurship: First, the awareness of college students' social entrepreneurship needs to be improved; Second, the curriculum of social entrepreneurship education is incomplete; Third, the team of social entrepreneurship

education is lacking; The last one, the management mechanism of social entrepreneurship education is not perfect (Ting Wu, 2016).

2.4.2 Suggestions for them to practice social entrepreneurship

Social entrepreneurship integrates business entrepreneurship and public welfare (Ting Wu, 2016). Compared with business entrepreneurship, its competition is less intense and at the same time, it can obtain social support. It's important for China to develop the social entrepreneurship as other countries in the world, because there are three advantages it: The first one is that we have the support from China's national policies; Next is that college students' charitable organizations can avoid restrictions on social administrative factors; The last one is that university students have a large number of participants (Pengfei Zhao, 2012). Therefore, it is less risky and more suitable for college students. Therefore, the current community should pay attention to social entrepreneurship, encourage and support college students to participate in social entrepreneurship, making it a new growth point for China's economic development, and become a new growth point to attract jobs (Huang, 2015).

Because of its significances of Chinese undergraduate students, China needs to encourage undergraduate students to practice social entrepreneurship, because college social entrepreneurship education is an important way to combine innovation, entrepreneurship and dedication spirit to promote social development and learn to generate talents (Xie, 2018). On the one hand, innovation and entrepreneurship have become the needs of society. On the other hand, as a college student, volunteering is the most realistic and feasible way to realize self-worth and return the society. And it is of practical significance to encourage college students to carry out social undertakings (Zhu, 2017). With the social entrepreneurship and the strategic advancement of innovation, innovation and entrepreneurship have increasingly

become the commanding heights of comprehensive national strength competition (Huang, 2015). As a group with the most entrepreneurial vitality and potential, how to cultivate Chinese undergraduate students' innovative and entrepreneurial ability is important in the current society and colleges. Social entrepreneurship combines social and innovation and entrepreneurship, and encourages nonprofit organizations to gain development vitality through innovative and entrepreneurial ways, serve the social crowd, and guide social personnel to actively grasp the opportunities of social governance innovation and realize the sustainable development of social organizations (Pengfei Zhao, 2012).

To help Chinese undergraduate students understand and have the chance to practice social entrepreneurship, we need to establish a new kind of educational methods to train their ability (Qi He, 2010). First, improve the social entrepreneurship curriculum system; Second, build a team of social entrepreneurship education; Third, create a system and mechanism for the social entrepreneurship of college students; The last one, improve the social support network for social entrepreneurship education in colleges and universities (Zhu, 2017).

3. METHODOLOGY AND DATA

After reviewing the literature references section, in this methodology and data section, I will discuss my data set and sample about the understanding and views of Chinese undergraduates on social entrepreneurship, and the factors influencing their practice of social entrepreneurship. I collect my data and sample through an online self-conducted questionnaire. The questionnaire period is during November 2019.

3.1 Discussion and explanation of dataset

To begin with, Primary data for this study were collected using an online questionnaire developed by myself. The respondents of this questionnaire were mainly focus on Chinese undergraduates, and this questionnaire was divided into two parts. Part one consists of the basic information of respondents, such as gender, major and year level. This demographic information was collected to have further study.

Part two consists of respondents' attitude and understanding about undergraduates' practice of social entrepreneurship. I designed several questions about the degree of Chinese undergraduates' understanding level of social entrepreneurship, and factors influence undergraduates' practice of social entrepreneurship. The factor questions include two aspects, one is the difficulties of Chinese undergraduates practice social entrepreneurship, another one is the suggestions of Chinese undergraduates practice social entrepreneurship, which follow the research question. And the questions also involve personal attitudes towards Chinese undergraduates' practice of social entrepreneurship future anticipation.

Furthermore, the questionnaire also includes the question asked about business entrepreneurship. And at the beginning of questionnaire, I shortly introduce the concept and difference between social entrepreneurship and business entrepreneurship.

3.2 Discussion of sample

Simple random sampling method is proposed to be used in this study. A subgroup of research population will be randomly chosen to participate in the research. Simple random sampling is the proper sampling technique because every respondent is given an equal chance to be selected. The study will be mainly conducted at Wenzhou-Kean University, China, during the third week in November in the Fall term 2019. The sample size is about 10% to 15% of the

total amount of WKU students which contains freshman, sophomore, junior and senior among all female and male students and majors in all business and nonbusiness.

Cross-sectional study design is proposed to be used in the study. Cross-sectional design is the most appropriate method to be used to find out the prevalence of a phenomenon, situation, problem or attitude. Students of different gender, age levels and course majors will be randomly selected as the study population.

An online questionnaire will be created to gather primary data. The software Wenjuanxing will be used to set up the questionnaire, then I will share the link through WeChat and QQ to my potential respondents. After collecting data, I will download these data to analyze by myself through Excel.

Moreover, Likert scale will be applied in the questionnaire. It would help respondents to explain their thoughts in a more convenient and comprehensive way.

3.3 Discussion and explanation of the methodology

In analysis part, first, I will adopt inferential and descriptive analysis in the study to form an in-depth understanding of the data collected from questionnaire.

Then the regression analysis will be used through Microsoft Excel, the relative table will be designed and drew to analysis the data. Also, regression analysis will analyze the relationship between independent variable (year level, major and related education background) and dependent variable (Chinese undergraduates' practice of social entrepreneurship).

A five-point Likert scale is also used in the study to help evaluate the degree of Chinese undergraduates' understanding level of social entrepreneurship, and factors influence undergraduates' practice of social entrepreneurship. The instrument provides five-point Likert scale with following explanation:

Response Scale	Degree of understanding level	Influence factors	Mean Interval
1	Never	Strongly disagree	0.00-1.00
2	Rarely	Disagree	1.01-2.00
3	Sometimes	Neutral	2.01-3.00
4	Usually	Agree	3.01-4.00
5	Always	Strongly agree	4.01-5.00

Table 1: Likert Scale

3.4 Discussion and explanation of the model and null hypotheses

There are two parts of the questionnaire, the first one is the basic information of respondents, such as gender, major and year level. This demographic information was collected to have further study. Moreover, the second part consists of respondents' attitude and understanding about undergraduates' practice of social entrepreneurship. Hence, the second part will be mainly used for the regression analysis to analyze the relationships, such as: the relationship between independent variable (year level) and dependent variable (Chinese undergraduate students' understanding level of social entrepreneurship), independent variable (related education background) and dependent variable (Chinese undergraduate students' willingness to practice social entrepreneurship), independent variable (business or non-business major) and dependent variable (Chinese undergraduate students' willingness to practice social entrepreneurship), and the last relationship between independent variable (provide social entrepreneurship courses in Chinese college) and dependent variable (the development of Chinese undergraduate students).

I expect to test the following four null hypotheses:

H₀: Year level of Chinese undergraduate students has no significant effect on their understanding level of social entrepreneurship.

H₀: Related education background has no significant effect on undergraduate students' willingness to practice social entrepreneurship.

H₀: Whether it is a business student has no significant effect on the willingness to practice social entrepreneurship.

H₀: Providing social entrepreneurship courses has no significant effect on the development of undergraduate students.

4. ANALYSIS AND FINDINGS

My research topic is *Social Entrepreneurship in Chinese Undergraduates*. The data were collected by an online questionnaire with 16 questions which was designed by myself. The questionnaire was divided into two parts to collect the demographic information of undergraduate students, and their understanding level, attitude towards social entrepreneurship. The data collected in this research is mainly focus on Chinese undergraduates, such as undergraduate students at Wenzhou Kean University (hereinafter referred to as WKU), and other Chinese undergraduate students. I shared the questionnaire using Wenjuanxing, a professional application of conducting online survey, by sending the link of my questionnaire via WeChat and QQ.

I gathered 100 questionnaires, which the sample size is about 10% of total undergraduate students amount at WKU. In this 100 respondents, there are 48 males and 52 females. Besides, 2% of my respondents are freshmen, 8% sophomores, 24% juniors and 66% seniors. Also, 54% of them are major in business and others are non-business majors.

Regression analysis was used to analyze four null hypotheses as follows:

H₀: Year level of Chinese undergraduate students has no significant effect on their understanding level of social entrepreneurship.

H₀: Related education background has no significant effect on undergraduate students' willingness to practice social entrepreneurship.

H₀: Whether it is a business student has no significant effect on the willingness to practice social entrepreneurship.

H₀: Providing social entrepreneurship courses has no significant effect on the development of undergraduate students.

4.1 Year level

Before this research, I assumed that there is no significant effect between Chinese undergraduate students' year level and their understanding level of social entrepreneurship. And this null hypothesis is related to my third research question: *What kind of problems do Chinese undergraduate students face when they practice Social Entrepreneurship?* In the questionnaire, question two represents the independent factor of Chinese undergraduate students' year level, and question eight represents the dependent factor of their understanding level about social entrepreneurship.

According to the regression analysis, the P-value of undergraduate students' year level is 0.458026. Because this p-value is bigger than 10%, so we should accept H_0 . Hence, Chinese undergraduate students' year level does not affect their understanding level about social entrepreneurship.

4.2 Social entrepreneurship education factors

4.2.1 Related education background

I supposed that related education background has no significant effect on undergraduate students' willingness to practice social entrepreneurship. I designed two

questions for H_0 in the questionnaire: question six and ten that question six is determining the independent factor of undergraduate students' social entrepreneurship related education background, and question eight is determining the dependent factor of Chinese undergraduate students' willingness to practice social entrepreneurship.

According to the regression analysis, the P-value of Chinese undergraduate students' social entrepreneurship related education background is 4.2315E-06, which is smaller than 0.1. Therefore, we have to reject H_0 . That means Chinese undergraduate students with or without social entrepreneurship related education background will have different willingness to practice social entrepreneurship.

4.2.2 Provide social entrepreneurship courses in Chinese universities

At the beginning of the research, I assumed that the development of Chinese undergraduate students will not change whether their college provides the courses related to social entrepreneurship, and this is related to question two and question twelve in the questionnaire. This hypothesis is talking about the professional courses as independent variable, and the development of Chinese undergraduate students as the dependent variable.

According to regression analysis, the p-value of providing social entrepreneurship courses is 0.083049, which is lower than 0.1. Hence, H_0 needs to be rejected that providing social entrepreneurship courses has effect on the development of Chinese undergraduate students.

4.3 Business major or non-business major

I also presumed that there is no significant effect on Chinese undergraduate students' willingness to practice social entrepreneurship whether they are business major or non-

business major. I asked the respondents whether they are business major students and their willingness of practicing social entrepreneurship. This hypothesis is related to my fourth research question: *What suggestions can we give when Chinese undergraduate students practice Social Entrepreneurship?* Since question three represents the independent variable of major and question ten is Chinese undergraduate students' willingness to practice social entrepreneurship which is the dependent variable of this hypothesis.

According to regression analysis, the p-value is 0.94349, namely, we accept H_0 . That means whatever the undergraduate is major in business or nonbusiness, it has no effect on their willingness to practice social entrepreneurship.

My findings and data analysis can complement existing relevant literature to a certain extent. Therefore, my data analysis could be used as a reference for the further research. The samples of other related literature references are based on the whole of China, so the sample size is much larger than several hundred million. Thus, in my research, the first limitation is the sample size. My respondents are mainly focus on WKU undergraduate students, so my conclusion is for WKU range.

The second limitation and also the major limitation of my research is time, since the time given me to conduct and finish the survey is quite not much.

5. CONCLUSION

After the findings and analysis section, I can draw the conclusion of my research questions and hypotheses. My research aims to find the situation of social entrepreneurship in Chinese undergraduate students, and give some references for the further researcher. From the 100 questionnaires that collected from this survey in November 2019, I used regression analysis to analyze the relationship between several independent variables and the

independent variable which is Chinese undergraduate students' practice of social entrepreneurship.

From the four null hypotheses that I tested above, we can easily draw the conclusion that Chinese undergraduate students' year level and whether their major is related to business or not, it does not affect their understanding level about social entrepreneurship. But in the survey, I found that there are also many undergraduate students never hear about social entrepreneurship. That shows the popularity degree of social entrepreneurship is quite low. Moreover, combined this object with another hypothesis which the result is providing social entrepreneurship courses is good for Chinese undergraduate students' development, we can draw the conclusion that we need to provide new social entrepreneurship courses to help students know more about it, then it will be convenient for us students with professional education background to start social entrepreneurship.

References

- Duncan, A. (n.d.). (U.S. Education Secretary)
- Duncan, A. (2016). *History*. (U.S. Education Secretary) Retrieved 2019, from Teach for America: <https://www.teachforamerica.org/what-we-do/history>
- Ferreira, N. M. (2019, May 12). *Oberlo*. Retrieved 2019, from What is Entrepreneurship? Entrepreneur Definition and Meaning: <https://www.oberlo.com/blog/what-is-entrepreneurship>
- Fischer, W. (2018, April 14). *Business*. (eNOTES) Retrieved 2019, from What is business entrepreneurship? Where is it mostly used?: <https://www.enotes.com/homework-help/what-business-entrepreneurship-72887>
- Hao Jiao, A. W. (2008). Evaluation and Innovation of Foreign Classic Social Entrepreneurial Process Models.
- Huang, K. (2015). Social Entrepreneurship: A Path Choice for College Students' Employment Dilemma.
- Johnson, S. (2003, January). LITERATURE REVIEW on Social Entrepreneurship.
- Jun, Z. (2012). Analysis of the Current Situation of Global Social Entrepreneurship and Research on the Development Strategy of China's Social Entrepreneurship.
- Li Jia, H. L. (2012). A Review of Social Entrepreneurship Research.
- Lisa Jiang, W. K. (2009). Multidimensional and Comparison and Enlightenment of Social Entrepreneurship and Business Entrepreneurship.
- Pengfei Zhao, Z. W. (2012). Social Entrepreneurship: An Innovative Social Practice Model.
- Qi He, Q. H. (2010). Research on the Mode of College Students' Social Entrepreneurship Ability.
- Qing Ma, Y. H. (2014). Problems and Suggestions on College Students' Social Business.
- Ren, X. (2015, November 28). *Xu Ping Rabbitry Corporation*. Retrieved 2019, from Baidupedia: <https://baike.baidu.com/item/%E5%9B%9B%E5%B7%9D%E7%9C%81%E6%97%AD%E5%B9%B3%E5%85%94%E4%B8%9A%E6%9C%89%E9%99%90%E8%B4%A3%E4%BB%BB%E5%85%AC%E5%8F%B8>
- Timmons, J. A. (2009). *New Venture Creation: Entrepreneurship for the 21st Century* (8th Edition ed.). NY: McGraw-Hill, United States of America.
- Ting Wu, H. Y. (2016). Research on College Students' Social Entrepreneurship.
- Xie, F. (2018). Study on the Difficulties and Countermeasures of Social Education in Chinese Universities.
- Xue Jiang, Z. Y. (2009). 44.
- Xue Jiang, Z. Y. (2009). The Significance and Thoughts of the Research on the Value Creation Model of Social Entrepreneurial Organization. *Technical Economics and Management Research*.
- Xue Jiang, Z. Y. (2009). *The Significance and Thoughts of the Research on the Value Creation Model of Social Entrepreneurial Organization*. Zhuhai: Technical Economics and Management Research.
- Xue Jiang, Z. Y. (2009). The Significance and Thoughts of the Research on the Value Creation Model of Social Entrepreneurial Organization. 44.

- Zhan, J. (2012). Analysis of the Current Situation of Global Social Entrepreneurship and Research on the Development Strategy of China's Social Entrepreneurship.
- Zhonghua Yan, H. D. (2007). A Comparative Study of Social Entrepreneurship and Business Entrepreneurship. *Discovery*.
- Zhu, X. (2017). An Analysis of the Practice of College Students' Social Entrepreneurship.

Appendix A Questionnaire

Questionnaire on Chinese Undergraduates' Practice of Social Entrepreneurship

I am a senior college student at Wenzhou Kean University, and I am currently doing a survey to investigate the situation of practicing social entrepreneurship among Chinese undergraduates. All the information collected in this survey is used for academic research only, your privacy will be kept confidential. Thank you for taking this survey.

If you have any questions about this survey, please feel free to contact me (wangyiha@kean.edu). I really appreciate all your support and cooperation!

NOTICE: The concept of social entrepreneurship combines public welfare and sociality, and its purpose highly focuses on creating social value.

Compared to social entrepreneurship, business entrepreneurship focuses on creating business value, in other words, chasing profit.

In the first section, I will ask you to answer some questions about your personal information. Your answers to this section will help this study get more accurate results. This questionnaire will collect data in an anonymous way and information collected will only be used for this study.

1. Gender

- Male
- Female

2. Year Level

- Freshman
- Sophomore
- Junior
- Senior

3. Major

- College of Business and Public Management

- College of Liberal Arts
- College of Architecture and Design
- College of Science and Technology
- Other non-business majors

4. GPA

- 3.80-4.00
- 3.60-3.79
- 3.40-3.59
- Below 3.40

5. What is your attitude towards undergraduate entrepreneurship?

- Support undergraduates to start entrepreneurship by their knowledge.
- Support undergraduates with professional education background to start entrepreneurship
- Do not support undergraduate to start entrepreneurship.
- Neutralizing attitude

In the second section, I will ask you to answer some questions about social entrepreneurship. The rate scale is from 1 to 5.

6. Have you ever received any education about social entrepreneurship?

- Yes
- No

7.

	Never	Rarely	Sometimes	Often	Always
Have you ever heard about social entrepreneurship?					

Have you ever participated in any activities of social entrepreneurship like having courses, competitions, speeches or internships?					
---	--	--	--	--	--

8.

	Not at all familiar	Slightly familiar	Moderately familiar	Very familiar	Extremely familiar
Your understanding of social entrepreneurship is:					

9. How do you know about social entrepreneurship?

- Social entrepreneurship related courses offered by the college.
- Groups or organizations in college.
- Internet, books or journals, social media.
- Classmates or friends.
- Other ways.

10.

	Never	Rarely	Sometimes	Often	Always
Have you considered about starting business entrepreneurship or social entrepreneurship?					

11. Do you prefer business entrepreneurship or social entrepreneurship?

- Business entrepreneurship
- Social entrepreneurship
- I won't start my own business.

12. Factors influence undergraduates' practice of social entrepreneurship.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Senior students know more about social entrepreneurship than lower grades.					
Undergraduates with related education background have more interest in practicing social entrepreneurship.					
Undergraduates belong to College of Business and Public Management have more interest in practicing social entrepreneurship than those who belongs to other departments.					
Opening social entrepreneurship courses is conducive to the development of undergraduates.					

13. What do you think are the difficulties for undergraduates to practice social entrepreneurship? (multiple choice questions)

- Shortage of funds.
- Lack of professional guidance.
- Low social esteem granted.
- Immature project.
- Less social resources.
- Lack of ability.
- No policy support.

14. What do you think are the reasons that affect the success or failure of undergraduates in practicing social entrepreneurship? (multiple choice questions)

- Funds condition.
- Professional knowledge.

- Actual ability.
- Entrepreneurship project.
- Entrepreneurial team.
- Policy support.

15. What kind of support do you think that undergraduates need to practice social entrepreneurship? (multiple choice questions)

- Education support.
- Public support.
- Enterprise support.
- Policy support.

16. How do you think the prospect for undergraduates to start a social entrepreneurship?

- Because undergraduates' social responsibility is getting stronger and stronger, more and more undergraduates will practice social entrepreneurship.
- Undergraduates will focus on how much money they make (create business value), not on public welfare. Therefore, undergraduates will not practice social entrepreneurship.
- I am not clear about the development prospects.

Appendix B Regression analysis for year level

H0								
SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.075049							
R Square	0.005632							
Adjusted R Square	-0.004514							
Standard Error	1.395906							
Observations	100.000000							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1.000000	1.081635	1.081635	0.555096	0.458026			
Residual	98.000000	190.958365	1.948555					
Total	99.000000	192.040000						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 90.0%</i>	<i>Upper 90.0%</i>
Intercept	2.353520	0.693979	3.391341	0.001004	0.976341	3.730699	1.201132	3.505908
Year level	0.143073	0.192033	0.745048	0.458026	-0.238009	0.524156	-0.175806	0.461953

Appendix C Regression analysis for related education background

H0								
SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.44164196							
R Square	0.19504762							
Adjusted R Square	0.18683382							
Standard Error	1.01327438							
Observations	100							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	24.3809524	24.3809524	23.7463322	4.2315E-06			
Residual	98	100.619048	1.02672498					
Total	99	125						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 90.0%	Upper 90.0%
Intercept	1.75714286	0.25548067	6.87779176	5.7385E-10	1.25014978	2.26413593	1.33290412	2.1813816
Related education background	0.38095238	0.07817582	4.87302085	4.2315E-06	0.22581502	0.53608974	0.25113743	0.51076733

Appendix D Regression analysis for providing social entrepreneurship courses

H0								
SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.174188							
R Square	0.030342							
Adjusted R Square	0.020447							
Standard Error	0.841456							
Observations	100.000000							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	1.000000	2.171247	2.171247	3.066523	0.083049			
Residual	98.000000	69.388753	0.708049					
Total	99.000000	71.560000						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 90.0%	Upper 90.0%
Intercept	3.345558	0.177882	18.807759	0.000000	2.992558	3.692559	3.050176	3.640940
Porviding courses	0.121434	0.069346	1.751149	0.083049	-0.016180	0.259048	0.006283	0.236586

Appendix E Regression analysis for business or non-business major

H0								
SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.007178425							
R Square	5.15298E-05							
Adjusted R Square	-0.010152026							
Standard Error	1.12935578							
Observations	100							
<i>ANOVA</i>								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	0.006441224	0.00644122	0.00505018	0.94349115			
Residual	98	124.9935588	1.27544448					
Total	99	125						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 90.0%</i>	<i>Upper 90.0%</i>
Intercept	2.891304348	0.166514425	17.3636869	1.15031E-31	2.56086189	3.22174681	2.61479862	3.16781008
Major	0.01610306	0.226597432	0.07106462	0.943491151	-0.43357217	0.46577829	-0.36017358	0.3923797