

A Research on Individual Social Responsibility and Social Entrepreneurship Tendencies of University Students

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Abstract

The aim of this research is to examine the individual social responsibility and social entrepreneurship levels of university students in terms of some variables and to examine the effects of individual social responsibility levels on their social entrepreneurship orientations. Relational survey model, one of the quantitative research methods, was used in the research. The study group of the research consists of 200 students who study in sports sciences at universities in Turkey. SPSS statistical program was used in the analysis of the data. First, descriptive statistics were examined, and parametric tests were used for inferential statistics. In addition, Independent Samples t Test, Pearson correlation analysis and simple linear regression analysis were performed. When the research findings are evaluated, the fact that students have been involved in a social project before, except for the sub-dimension of financial return, has social entrepreneurship orientations and individual social responsibility levels; Taking the community service practice course has a positive effect on the development of their individual social responsibility levels and their social vision from the dimension of social entrepreneurship. In addition, it has been revealed that university students' whether they do sports or not has no effect on their individual social responsibility and social entrepreneurship. It has been revealed that as the individual social responsibility levels of recent students increase, their social entrepreneurship orientations also increase, and individual social responsibility has a positive effect on social vision, innovation, sustainability, and social networks in social entrepreneurship sub-dimensions.

Keywords: Sports science students, Individual social responsibility, Social entrepreneurship

1. Introduction

The state of being conscious of social problems in line with the demands and needs of the

society, because of the interaction of the individual with the society in which he lives, brings individual social responsibility (Eraslan, 2011). Individual social responsibility, people's display of social problems is consciousness and its scope may vary according to the needs and demands of the society. In the realization of individual social responsibility activities, individuals do not pursue any interests, social norms and values (Urhan & Gumus, 2021). Individuals must be willing to develop social responsibility and social responsibility awareness in individuals (Hellison, 2014). Being a member of various non-governmental organizations willingly and voluntarily and taking an active role in various projects is an indicator of social responsibility awareness in the individual (Goztas & Baytekin, 2009). While people with a high sense of individual social responsibility are expected to engage in activities that can be beneficial to the society, people with a low sense of individual social responsibility are expected to remain indifferent to social problems and social issues (Asar, 2017). Social responsibility activities in universities are generally carried out in the fields of education, environment, and health (Kulekci & Ozgan, 2015; Saran et al., 2011). These activities have a significant impact on university students' personal development, school, business, and social life, being healthy, free from crime and contributing to society (Yetis & Aktas, 2021). University education is the most important process in which behavior patterns that will continue for years are formed (Zorba et al., 2013). The effects of these activities, which contribute to the entrepreneurship skills of university students who are actively involved in social responsibility activities, are seen (Kulekci & Ozgan, 2015).

Social entrepreneurship is social problems, producing solutions to these problems, acting in line with social needs and ensuring social change (Coskun & Sarikaya, 2016; Guler, 2010; Konakli & Gogus, 2013). Social entrepreneurship is also considered as contributing to the solution of social problems by providing cooperation and partnership with social responsibility projects (Ozdevecioglu & Cingoz, 2009). It is very important for young people, who have an important role in the development of societies, to be sensitive to social problems and to be able to produce solutions (Sirin et al., 2018). Social initiatives that have been made create awareness in individuals and ensure that they have a sense of social responsibility in the long run (Ercan, 2016). According to the community volunteer report (2013), the participation of students in voluntary activities outside the classroom, the activities carried out by the university under the name of community service, and the participation of students in social responsibility activities within the scope of courses carried out at universities should be encouraged. In this direction, this research was carried out in order to determine the individual social responsibility and social entrepreneurship orientations of the students studying at the university, such as gender, age, faculty, grade level, monthly income, being a member of the student community, parental education level, place of birth, university residence, social It is carried out to examine the variables of taking part in the project related to responsibility, taking community service practices, doing regular sports, participating in social responsibility work in the family, participating in social responsibility work in the environment. Participation of university students especially in social responsibility activities, community service practices etc. It has also been tried to examine whether the individual social responsibility levels influence social entrepreneurship orientations, according to the status of individuals participating in social responsibility projects in their families and circles.

Looking at the literature, various studies have been conducted on social entrepreneurship and individual social responsibility (Aydogmus, 2019; Biricik, 2020; Bursali & Aksel, 2016; Cavdar et al., 2018; Cermik & Sahin, 2015; Dirsehan, 2015; Erdogan & Erdem, 2017; Isik & Aydin, 2017; Ilhan & Bardakci, 2020; Kilic & Solmaz, 2019; Onal, 2015; Ozbilen et al., 2020; Ozalp et al., 2008; Ozkan et al., 2015; Quadır & Koc, 2022; Yetis & Aktas, 2019). The research, in which individual social responsibility and social entrepreneurship are tried to be examined in terms of various variables, is expected to provide a different perspective and contribute to the literature.

2. Method

2.1 Research Model

The aim of this research is to examine the individual social responsibility and social entrepreneurship levels of university students in terms of some variables and to determine the effect of individual social responsibility on social entrepreneurship. For this purpose, a relational screening model, one of the quantitative research methods, was determined in the research.

2.2 Data Collection and Tool

During the data collection process, the form created via Google Form was sent to the participants electronically so that they could be filled in by the students at the end of the 2021-2022 academic year spring term.

The scale used in the research consists of three parts. In the first part of the scale, there are questions about the socio-demographic characteristics of the students (such as gender, year of birth, income, etc.) and some variables (being a member of the community, taking community service courses, etc.). In the second part of the scale, the “Individual Social Responsibility Scale” consisting of one dimension and 28 items developed by Eraslan (2011), was used to measure the individual social responsibility characteristics of university students. The Cronbach Alpha validity coefficient of the scale was calculated as 0.86. In the third part of the scale, “Social Entrepreneurship” consisting of 5 dimensions (social vision, financial return, innovation, sustainability, and social networks) and 26 items developed by Nga and Shamuganatgan (2010) to measure the social entrepreneurial characteristics of university students and adapted to Turkish again by Gul (2019). Orientation Scale” was used. All scales used in the study are in the form of a 5-point Likert Scale containing the statements “1 Strongly Disagree” and “5 Strongly Agree”. The Cronbach Alpha coefficient values of these expressions were found to be Social Vision and Innovation 0.89, Sustainability and Social Networks 0.87 and Financial Return 0.82. A 5-point Likert-type scale was used in the study. Social innovation orientation expresses the desire to be a social change agent that finds new solutions to social problems. Social vision, based on a sense of responsibility and emotional connection to a social or environmental cause, encourages individuals to explore long-term opportunities to create real change. The financial return dimension is the acquisition of profits and the pursuit of income-generating activities for the realization and sustainability of social goals. The financial return dimension and the sustainability dimension complement each

other. For the realization and sustainability of social goals, it is necessary to make profit, find new resources and carry out income-generating activities. Social networks are people's being in a positive and continuous relationship with their environment (NGOs, universities, public and private institutions, etc.). In this way, joint studies on social issues are put forward (Gül, 2019).

2.2 Participant

In this study, easily accessible sampling method was used. The study group of the research consists of 200 students who study in sports sciences at universities in Turkey. The research was limited to university students in sports sciences.

2.3 Data Analysis

SPSS statistical program was used in the analysis of the data. First, descriptive statistics (mean and prevalence, percentage, and frequency) were given and then the skewness and kurtosis scores of the data (in the range of -1.5/+1.5) were examined. The fact that these values are in the range of ± 1 is considered sufficient for the normal distribution (George & Mallery, 2010). Parametric tests were used for inferential statistics due to the normal distribution of the data. Independent Samples t Test (Tables 2, 3, 4) to look at the differences between two-category independent variables and dependent variables (Tables 2, 3, 4) Pearson correlation analysis (Table 5) to see the relationships between the two scales, and finally the Social Entrepreneurship Orientation Scale sub-dimensions of the Individual Social Responsibility Scale. Simple linear regression analysis (Table 6) was performed to determine the predictive power.

3. Results

Table 1. Descriptive statistics

Variables	Groups	f	%	Total	\bar{x}	S	Min	Max
Gender	Woman	93	46.5	200				
	Male	107	53.5					
Age	18-23 age	159	79.5	200				
	24-29 age	28	14.0					
	30 + above	13	6.5					
Status of taking part in social responsibility projects before	Yes	59	29.5	200				
	No	141	70.5					
Status of taking community service practices course	Yes	93	46.5	200				
	No	107	53.5					
Regular exercise status	Yes	112	56.5	200				
	No	88	44.5					
<i>Social Entrepreneurship Orientation Scale (SEOS)</i>								
Social Vision				200	3.90	0.67	1.00	5.00
Financial Return				198	3.42	0.84	1.00	5.00
Innovation				200	4.08	0.75	1.00	5.00
Sustainability				199	4.17	0.60	1.00	5.00
Social networks				199	4.48	0.65	1.00	5.00
<i>Individual Social Responsibility Scale (ISRS)</i>				196	109.76	15.75	48.00	140.00

Table 1 provides information on the descriptive statistics results. When the results were examined, it was determined that 53.5% (n = 107) of the participants were male and 79.5% (n = 159) of the participants were between the ages of 18-23. In addition, while most of the participants did not take part in any social responsibility project (n = 141; 70.5%) and community service practices (n = 107; 53.5%), the rate of doing regular sports was 56.5% (n = 112) level. In addition, the mean and prevalence scores of the measurement tools used in Table 1 are also given. While the average of ISRS evaluated over the total score is 109.76, in the Social Entrepreneurship Orientation Scale, the highest average is in the dimension of social networks ($\bar{x} = 4.48$) and the lowest average is in the dimension of financial return ($\bar{x} = 3.42$).

Table 2. Differences between ISRS and SEOS sub-dimensions to previous involvement in a social project

Dimensions	Social project involvement	n	\bar{x}	S	df	t	p
Social Vision	Yes	59	4.19	0.57	198	4.11	0.00
	No	141	3.78	0.68			
Financial Return	Yes	58	3.40	0.91	196	-0.22	0.83
	No	140	3.43	0.81			
Innovation	Yes	59	4.31	0.65	198	2.95	0.00
	No	141	3.98	0.77			
Sustainability	Yes	58	4.40	0.46	197	3.52	0.00
	No	141	4.08	0.63			
Social networks	Yes	59	4.68	0.43	171.08	3.44	0.00
	No	140	4.40	0.71			
<i>Individual Social Responsibility Scale</i>	Yes	58	114.43	13.33	194	2.73	0.01
	No	138	107.80	16.32			

In Table 2, the differences between ISRS and SEOS sub-dimensions are examined according to whether or not. They have been involved in any social project before. When the table findings are examined, there is no significant difference in the financial return dimension, but there are significant differences in all other dimensions of SEOS and in favor of those who previously participated in a social project in SEOS.

Table 3. Differences in ISRS and SEOS sub-dimensions by taking the Community Service Practices course

Dimensions	Community Service Application Status	n	\bar{x}	S	df	t	p
Social Vision	Yes	93	4.03	0.62	198	2.62	0.01
	No	107	3.78	0.70			
Financial Return	Yes	92	3.46	0.86	196	0.62	0.54
	No	106	3.38	0.82			
Innovation	Yes	93	4.16	0.74	198	1.52	0.13
	No	107	4.00	0.76			
Sustainability	Yes	92	4.24	0.58	197	1.38	0.17
	No	107	4.12	0.62			
Social networks	Yes	93	4.53	0.60	197	1.05	0.30
	No	106	4.44	0.69			
<i>Individual Social Responsibility Scale</i>	Yes	91	112.15	15.65	194	1.99	0.04
	No	105	107.70	15.62			

In Table 3, the difference results between ISRS and SEOS sub-dimensions are given according to whether the participants took the community service practice course or not. According to the findings, it was determined that the ISRS and social vision scores of the participants who took the community service practice course were significantly higher. There was no significant difference between the other dimensions of SEOS.

Table 4. Differences between ISRS and SEOS sub-dimensions according to regular exercise status

Dimensions	Regular exercise status	n	\bar{x}	S	df	t	p
Social Vision	Yes	112	3.93	0.66	198	0.63	0.53
	No	88	3.87	0.70			
Financial Return	Yes	112	3.43	0.87	196	0.17	0.87
	No	86	3.41	0.80			
Innovation	Yes	112	4.12	0.73	198	0.87	0.39
	No	88	4.02	0.78			
Sustainability	Yes	111	4.21	0.65	197	1.12	0.27
	No	88	4.12	0.54			
Social networks	Yes	112	4.43	0.69	197	-1.31	0.19
	No	87	4.55	0.59			
<i>Individual Social Responsibility Scale</i>	Yes	109	109.32	16.22	194	-0.44	0.66
	No	87	110.32	15.23			

In Table 4, the differences between the ISRS and SEOS sub-dimensions according to the regular sports status of the participants were examined. When the findings were evaluated, no significant difference was observed in both ISRS and SEOS sub-dimensions.

Table 5. Relationships between ISRS and SEOS sub-dimensions

	Dimensions	Individual Social Responsibility Scale		
		n	r	p
Social Entrepreneurship Orientation Scale	Social Vision	196	0.44	0.00
	Financial Return	194	-0.11	0.14
	Innovation	196	0.24	0.00
	Sustainability	195	0.43	0.00
	Social networks	195	0.50	0.00

Table 5 examines the relationships between ISRS and SEOS sub-dimensions. When the results were observed, there was no significant relationship between ISRS and financial return dimension, while positive low and medium level significant relationships were

observed between other dimensions and ISRS. The highest relationship is in the social networks dimension and the lowest level is in the innovation dimension.

Table 6. Effects of ISRS on SEOS sub-dimensions

Dependent variable	Variable	Std			t	p
		B	Std. hata	Beta		
Social Vision	(Stable)	1.85	0.31	0.44	6.01	0.00
	ISRS	0.02	0.00		6.72	0.00
	R = 0.435 R ² = 0.189 F = 45.18 p = 0.00					
Financial Return	(Stable)	4.04	0.43	-0.11	9.44	0.00
	ISRS	-0.01	0.00		-1.48	0.14
	R = 0.106 R ² = 0.011 F = 2.18 p = 0.14					
Innovation	(Stable)	2.81	0.37	0.24	7.68	0.00
	ISRS	0.01	0.00		3.49	0.00
	R = 0.243 R ² = 0.059 F = 12.18 p = 0.00					
Sustainability	(Stable)	2.39	0.28	0.43	8.69	0.00
	ISRS	0.02	0.00		6.54	0.00
	R = 0.426 R ² = 0.181 F = 42.77 p = 0.00					
Social Networks	(Stable)	2.21	0.29	0.50	7.72	0.00
	ISRS	0.02	0.00		8.01	0.00
	R = 0.500 R ² = 0.250 F = 64.22 p = 0.00					

Table 6 presents the results of simple linear regression analysis performed to evaluate the predictive power of ISRS for SEOS sub-dimensions. When evaluated over the total of the participants, it was determined that ISRS has a significant positive predictive power on the dimensions of social vision, innovation, sustainability and social networks. The predictive power of ISRS on financial returns is not significant. It was seen that the strongest predictive effect of ISRS was in the social networks dimension with 25% explanatory power. In other dimensions, the predictive power is 19% in the social vision dimension, 18% in the sustainability dimension and 6% in the innovation dimension, respectively.

4. Discussion and Conclusion

In this study, it is aimed to examine the individual social responsibility and social entrepreneurship levels of university students in terms of some variables and to examine the effects of individual social responsibility levels on their social entrepreneurship orientations.

According to these results, it can be said that as the individual social responsibility levels of the participants increase, their social entrepreneurship orientation levels increase in general.

It has been shown that the students participating in the research have a positive effect on their social entrepreneurship orientation and individual social responsibility levels, except for the financial return sub-dimension. Similarly, it is seen that the participants in the study of Kulekci and Ozgan (2015) state that they become more entrepreneurial in such matters as they take part in social projects.

Again, in the study, it was seen that the individual social responsibility levels of university students who took the community service practice course and their social vision from the dimension of social entrepreneurship were higher than those who did not take the community service practices course. The social entrepreneur should have the social vision and determination to diagnose and solve social problems (Denizalp, 2007). In this sense, it can be stated that community service practices courses provide students with awareness about focusing on social problems. In the study conducted by Elma et al. (2010), in which the perceptions of 3rd year university students towards the community service practices course were examined, it was found that the community service practices course was an important factor in the awareness of the responsibilities of the students and in increasing their social responsibility awareness. Considering that individual social responsibility activities are based on contributing to social development and the solution of social problems, (Hatch & Stephan 2015) it can be stated that the course of community service practices overlaps with the aim.

In the research conducted by Saran et al. (2011) on the development of social responsibility awareness in universities, community service practices etc. It has been stated that such courses are important and that these courses should be given in universities. In developed countries, courses such as community service practices are given at every level of education to create social responsibility awareness among students (Annette, 2002, cited in Toker & Tat, 2013).

Another finding that emerged in the research is that university students' whether they do sports or not has no effect on their individual social responsibility and social entrepreneurship. In his study on university students who are candidates for sports managers, Biricik (2020) revealed that, like our research, whether they do sports or not has no significant effect on their social entrepreneurship. Another study shows that university students who do fitness and swimming are happier and more responsible than those who do not (Ilhan & Otman, 2020). Similarly, in the study conducted by Karatas (2018) to examine the effect of physical education and sports school students' personality traits on entrepreneurial tendencies, it was found that active sports do not affect students' entrepreneurial tendencies. Unlike our study, Bayraktar et al. (2016) found that the individual social responsibility levels of university students differ according to whether they do sports or not, and the individual responsibility levels of university students who do sports are high.

Finally, when the research findings are evaluated, it is seen that as the individual social responsibility levels of university students increase, their social entrepreneurship orientations also increase. It has been revealed that individual social responsibility has a positive effect on

social vision, innovation, sustainability, and social networks in the social entrepreneurship sub-dimensions. Social entrepreneurs create innovation by introducing new approaches for the solution or improvement of social problems (Kirilmaz, 2012) and they make a social contribution. In the study conducted by Paksoy et al. (2019), it is among the findings that there is a positive relationship between individual social responsibility awareness and social entrepreneurship. It can be stated that raising university students with a high level of individual social responsibility and studies to be carried out in this direction will contribute positively to social benefit and development. Undoubtedly, one of the important centers in the process of creating social networks is universities. The fact that individuals studying at the university are sensitive to social issues and their efforts to find solutions to social problems should be accepted as an indicator of their entrepreneurial efforts. It is of great importance for university students to cooperate with non-governmental organizations, public and private organizations, social, sports, cultural and artistic societies, etc., by keeping their social networks strong in their studies at the university. Because it is important for individuals to know that they are not alone in the work they will do on social issues, in the social projects they will participate in, and in the steps they will take on other issues that they perceive as a problem and in the ideas they will put forth, and that they will receive support from their environment. This situation reinforces the courage and determination for social support in individuals and can enable people to be forward-looking (Yetiş & Aktaş, 2021).

5. Suggestions

In this study, individual social responsibility was examined only in terms of social entrepreneurship. In addition, its relationship with many other areas such as leadership, life satisfaction, socialization levels can also be examined.

In order to increase the individual social responsibility levels of university students, it can be expressed as a suggestion that the courses that will stimulate this awareness should be given as compulsory courses in all faculties.

Entrepreneurship characteristics can be developed by giving trainings on social entrepreneurship to university students.

University management can carry out studies to encourage students who take part in these activities with annual reports on social responsibility and social entrepreneurship that it will publish every year.

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