

A Survey of College Students' Satisfaction with Social Entrepreneurship Education in Universities

Yixiao Shan¹, Sirui Chen^{1,*}, Naiche Chen^{1,*}

¹ Wenzhou Medical University, Wenzhou, Zhejiang, China

*corresponding author

Abstract: *This study aims to deeply explore the evaluation of college students' satisfaction with social entrepreneurship education, focusing on the analysis from three dimensions: teachers, curriculum and practice. Through the questionnaire survey, it is found that most students are satisfied with the teacher team of social entrepreneurship education, and the survey results show that the categories of teachers are relatively rich and the distribution is reasonable. However, in terms of curriculum, social entrepreneurship is less common as an independent course. In practice, lectures and lectures are still the main part, and fewer students actually carry out entrepreneurial activities. Based on the above findings, this study suggests strengthening teacher training, optimizing course content, and building more practice platforms to further enhance college students' satisfaction with social entrepreneurship education.*

Keywords: satisfaction, Social entrepreneurship education, Curriculum system, Teaching staff, Entrepreneurial practice.

1. Introduction

Although social entrepreneurship has existed since the 1950s, it has only become popular and influential in the last decade [1]. There are many successful examples of social entrepreneurship, such as the Grameen Bank, founded by Muhammad Yunus, the 2006 Nobel Peace Prize winner, which provides credit to the poor without collateral or guarantors. Instead, the borrowers form "teams of five". Through social pressure and joint responsibility, borrowers supervise each other, forming internal constraints and helping to alleviate poverty [2]. In fact, social entrepreneurship is more similar to traditional entrepreneurship. Both are extraordinary people with extraordinary ideas and use certain business means to overcome difficulties and produce social benefits, so as to benefit the people [3]. Social entrepreneurship education is an important way to promote and develop social entrepreneurship. Social entrepreneurship education is an educational way to cultivate the awareness, spirit, knowledge and ability of social entrepreneurship, and carry out corresponding practical activities of social entrepreneurship [4]. While pursuing innovation, efficiency and economic benefits, it pays more attention to the cultivation of social responsibility [5]. The sense of social responsibility refers to the cognition degree and behavior performance of the individual's obligations and responsibilities to the society. For young people, the cultivation of social responsibility is not only related to personal growth and development, but also related to social harmony and stability. According to Dobe's research, social entrepreneurship education provides opportunities for the establishment of social enterprises and supports the cultivation of individual self-sufficiency, creativity, empathy, rational thinking and entrepreneurial skills, which can also solve social problems and promote the sustainable development of national economy [6].

Satisfaction is generally defined as the comparison between an individual's perceived performance of a product or service and their expectations. In the field of education, satisfaction is more concerned with students' overall feelings and evaluation of educational services. This kind of evaluation involves not

only the hardware facilities such as course content and teaching quality, but also the soft environment such as teacher-student relationship and campus culture.

2. Literature Review

As a new education model, social entrepreneurship education has attracted wide attention in both academic and practical circles in recent years. With the continuous development and progress of society, people are increasingly aware that training a new generation of talents with social responsibility, innovative spirit and entrepreneurial ability through education is of great significance for solving social problems and promoting sustainable economic development. In this context, social entrepreneurship education comes into being, aiming at cultivating students' awareness and ability of social entrepreneurship through education, and cultivating more talents of social entrepreneurship.

In terms of theoretical research on social entrepreneurship education, Pache and other scholars put forward an important point of view, that is, in the process of social entrepreneurship education, apart from training students in knowledge and skills of social entrepreneurship, students should also be provided with three kinds of institutional logic: social welfare logic, commercial logic, and public sector logic. These three logics correspond to improving social conditions, maximizing benefits, and ensuring fairness, which together form the theoretical basis of social entrepreneurship education. By cultivating these three kinds of logical thinking, students can better understand the nature and mission of social entrepreneurship, and lay a solid foundation for future social entrepreneurship practice [7]. On a practical level, Thomsen proposes the concept of "backpack self-study", which emphasizes that students learn quickly by taking on real but manageable responsibilities that they assign to themselves. This point of view provides useful enlightenment for the practice of social entrepreneurship education. In social entrepreneurship education, students should be given more autonomy and responsibility, accumulate experience and knowledge through personal participation and practice, and improve their social entrepreneurship ability [8]. Dobe's

research further confirms the importance of social entrepreneurship education. He found that social entrepreneurship education not only provides opportunities to start social enterprises, but also supports the development of individual self-sufficiency, creativity, empathy, rational thinking, and entrepreneurial skills. By participating in social entrepreneurship projects, students can better understand social needs and problems, exert their creativity and innovation spirit, and contribute their own strength to solving social problems. At the same time, social entrepreneurship education can also promote students' personal growth and development, and improve their comprehensive quality and ability [9]. Hockerts' research reveals the value of social entrepreneurship education from another perspective. He found that experiential social entrepreneurship education improved participants' sense of self-efficacy, perceived social support, and willingness to start a social enterprise. This means that by participating in practical social entrepreneurship activities, students can have a deeper understanding of the significance and value of social entrepreneurship, enhance their confidence and motivation, and become more actively involved in social entrepreneurship [10]. Douglas analyzed the impact of social entrepreneurship education from a broader perspective. He believes that promoting social entrepreneurship education will help further develop theory, strengthen practice, and help policymakers design appropriate approaches to address complex and deep-rooted adverse problems. This point of view emphasizes the important role of social entrepreneurship education in promoting social development and social progress [11].

3. Current Situation of Social Entrepreneurship Education

In this paper, a questionnaire is used to understand the satisfaction degree of college students with the education of public welfare entrepreneurship in colleges and universities. Some invalid questionnaires are eliminated, and a total of 629 questionnaires are collected. After the questionnaires are collected, statistics are made on the valid questionnaires. Statistical results: 289 male students, accounting for 46%, 340 female students, accounting for 54%; Science class 289, accounting for 45.8%; Arts category 341, accounting for 54.2%; There are 512 undergraduate students, accounting for 81.4%, and 117 graduate students, accounting for 18.6%. From the perspective of various data distribution, the survey data is in line with the group distribution and has a certain representativeness.

		Number	Percent (%)
Gender	male	289	46
	female	340	54
Professional category	Science type	288	45.8
	Liberal arts	341	54.2
	undergrad	512	81.4
The current stage of education	Postgraduate student	117	18.6

N=629

More than 90% of the college students believe that the education content of the school involves "social entrepreneurship", among which 27% of the college students think that the school has a special course on social entrepreneurship, 43.9% of the college students think that the

school has no special course on social entrepreneurship, but the basic course of innovation and entrepreneurship includes social entrepreneurship education content. This shows that many universities have a relatively broad coverage in innovation and entrepreneurship education, and social entrepreneurship is integrated into it as an important aspect. Although such an approach may not be as in-depth and comprehensive as a dedicated course, students who are interested in social entrepreneurship can still learn some relevant knowledge and information through these basic courses. 20% of college students believe that their schools carry out relevant education in the form of public entrepreneurship education lectures.

	Number	Percent (%)
The school offers education courses on social entrepreneurship	170	27
There is no special course, but the basic course of innovation and entrepreneurship includes the content of social entrepreneurship education	276	43.9
There are no social entrepreneurship education courses, but there are public entrepreneurship education lectures	121	19.2
None of the above	62	9.9

More than 90% of college students have some knowledge of social entrepreneurship education, which clearly demonstrates the broad influence of social entrepreneurship education in the field of higher education. Among them, 26.1% of college students said that they have a clear understanding of social entrepreneurship education, and they may have in-depth understanding of the concept, methods and practice cases of social entrepreneurship through course learning, practical activities or related lectures. These students often have a keen insight into social issues and hope to combine business thinking with social responsibility to contribute to solving social problems through social entrepreneurship.

However, it is worth noting that despite the high awareness of social entrepreneurship education among college students, 9.9% of college students still do not understand the concept at all. This group may not have access to information about social entrepreneurship due to professional restrictions, limited access to information, or personal interests. For these students, universities and all sectors of society need to increase publicity efforts and provide more education resources for social entrepreneurship to help them realize the value and significance of social entrepreneurship.

	number	Percent (%)
I have a clear understanding of social entrepreneurship education	164	26.1
Only a vague idea	405	64.4
Have no idea	60	9.5

When investigating the composition of teachers in innovation and entrepreneurship courses (including social entrepreneurship education), we got detailed data feedback. Students who participated in the survey were exposed to a variety of types of teaching staff, including administrative staff, full-time teachers, external professionals, specialized course teachers, and others. Each type of teacher plays a different role in the educational process of students. Specifically, "full-time teachers", as the main component of

the teaching force, were selected the most frequently, reaching 363 times, accounting for 25.8% of the total teaching force. This shows that many universities have professional teams of teachers in the field of innovation and entrepreneurship and social entrepreneurship education, who have rich professional knowledge and teaching experience, and can provide systematic and professional guidance to students. At the same time, "administrative staff" and "externally hired" professionals also occupy a considerable proportion in the faculty, and the frequency of both is the same, 332 times, accounting for 23.6% of the total faculty. Administrative staff may be responsible for the organization, management and coordination of the course, while externally hired professionals may bring knowledge and experience at the forefront of the industry to provide valuable guidance for students' innovation and entrepreneurship practice. In addition, "professional course teachers" are also an important part of the faculty, and the frequency of selection is 349 times, accounting for 24.8% of the total faculty. These teachers not only teach students professional knowledge, but also may give students certain guidance and support in innovation and entrepreneurship and social entrepreneurship education. On the whole, the composition of teachers in innovation and entrepreneurship courses (including social entrepreneurship education) shows diversified characteristics, and different types of teachers are contributing to the growth and development of students.

	Number	Percent (%)	Percentage of cases (%)
Administrative personnel (including counselors, etc.)	332	23.6	52.8
Full-time teacher	363	25.8	57.7
Outside engagement	332	23.6	52.8
Professional course teacher	349	24.8	55.5
others	3	2.1	4.6
incomprehension	29	0.2	0.5

In a survey of six different kinds of social entrepreneurship education practice activities, we found that the form of "lecture and report" became the most popular way for college students because of its rich content and easy popularization, with a popularity rate of 25.3%, ranking first among all kinds of activities. In addition, another popular practical activity is "volunteering", which not only allows students to experience the charm of public welfare activities, but also cultivates their teamwork and social responsibility in practice. Statistics show that the number of cases involved in "volunteer service" is 314, accounting for 20.2% of the total, which is also a relatively high proportion.

However, while the majority of students actively participate in various forms of social entrepreneurship education activities, there are still some students who are not involved. The statistics show that the number of cases who have never participated in any social entrepreneurship education activities is 40, accounting for 2.6% of the total. Although this proportion may not seem high, considering the importance of social entrepreneurship education for the overall development of students, this group still deserves our attention and attention.

	Number	Percent (%)	Percentage of cases (%)
Challenge Cup charity Track	269	17.3%	42.766

	Number	Percent (%)	Percentage of cases (%)
Lectures and presentations	393	25.3%	62.48
Creative space, entrepreneurial practice	294	19.0%	46.741
Public charity activities	239	15.4%	37.997
Volunteer service	314	20.2%	49.921
others	2	0.1%	0.318
Never participated	40	2.6%	6.359

From the perspective of satisfaction distribution, most college students (58.5%) hold a satisfied or relatively satisfied attitude towards social entrepreneurship education, which indicates that social entrepreneurship education has received a relatively positive evaluation among college students. However, 14.8% of the students expressed dissatisfaction (including very dissatisfaction and relatively dissatisfaction), which indicates that there are still some problems and deficiencies in the implementation of social entrepreneurship education. 26.7% of students are neutral, which may mean that they do not have a deep understanding of social entrepreneurship education, or there is a gap between their expectations of social entrepreneurship education and their actual experience. Colleges and educators can increase student engagement and satisfaction by increasing advocacy and providing more hands-on opportunities. 17.3% of students said they were very satisfied with social entrepreneurship education, which is a relatively high proportion. These students' positive evaluation of social entrepreneurship education may come from good experiences in terms of course content, teaching methods, and practical opportunities. Universities and educators can further summarize experience and optimize teaching content and methods to meet the needs of more students.

In general, college students have a high degree of satisfaction with social entrepreneurship education, but a certain proportion of students still express dissatisfaction or hold a neutral attitude. Universities and educators should pay attention to these students' feedback, understand their needs and expectations, and improve student satisfaction and engagement by improving teaching content, teaching methods, and practical opportunities. At the same time, strengthening the publicity and promotion of social entrepreneurship education is also an important way to improve students' participation and satisfaction.

	Number	Percent (%)
Very dissatisfied	27	4.3
Less satisfied	66	10.5
neutrality	168	26.7
Relatively satisfied	259	41.2
Very dissatisfied	109	17.3

4. Suggestion

In order to improve students' satisfaction with social entrepreneurship education and promote the development of social entrepreneurship education, the following are some specific suggestions:

4.1 Start by Optimizing the Curriculum

To gain a deep understanding of students' needs and interests, and to tailor course content based on this feedback,

universities need to create an open and interactive environment where students can actively express their views and expectations. Students' opinions and suggestions on current social entrepreneurship education courses can be collected through regular student symposia, questionnaires or online forums. Such feedback can not only reveal students' specific needs in terms of course content, teaching methods and practical opportunities, but also help universities to gain insight into students' interests and concerns in the field of social entrepreneurship education.

4.2 Start with Increasing Practice

Strengthen cooperation with enterprises and public welfare organizations, and provide students with more internship, volunteer service and entrepreneurial practice opportunities. Cooperation with enterprises can help students understand the operation mode and market demand of enterprises, provide them with real career experience, and provide entrepreneurial guidance and resource support for students to help them realize their entrepreneurial dreams. Working with public interest organizations gives students a deeper understanding of social issues and how public interest programs work. Public interest organizations can provide volunteer opportunities for students to participate in specific public interest projects and contribute to society. In the process of volunteering, students can learn teamwork, communication skills and problem-solving skills, while also strengthening their sense of social responsibility and public welfare. In addition, social entrepreneurship practice bases or incubators should be set up. These bases, or incubators, will provide students with the space, funding and resources to help them turn their ideas into real projects. Here, students can have access to more entrepreneurial resources and industry experts, and get more professional guidance and help. At the same time, the base or incubator can also hold a variety of entrepreneurial training and exchange activities to help students constantly improve their entrepreneurial ability and competitiveness.

4.3 Start with Strengthening Teachers

It is necessary to introduce a group of teachers or industry experts with rich experience in social entrepreneurship. These teachers or experts not only have profound theoretical knowledge of social entrepreneurship, but also have accumulated rich experience and unique insights in practice. Their teaching will be more practical and able to provide students with more targeted and practical guidance. At the same time, colleges and universities should also pay attention to the education and training of public entrepreneurship for existing teachers. By organizing special seminars, workshops, case studies and other activities, teachers will have an in-depth understanding of the concepts, methods and practical cases of social entrepreneurship. Such training can not only enhance their teaching ability, but also enhance their practical experience, so that they can better combine theory with practice in teaching. Teachers should also be encouraged to participate actively in social entrepreneurship projects or research. This will not only enrich their practical experience, but also allow them to continue to learn and grow in practice. By participating in social entrepreneurship projects or research, teachers can have a deeper understanding of the actual operation and challenges faced by social

entrepreneurship, so as to more accurately grasp the direction and content of teaching.

5. Conclusion

In the process of deepening social entrepreneurship education, we focus on the three core elements of teachers, practice and curriculum, with the goal of improving the satisfaction of college students. The professional background and experience of teachers provide students with more realistic and insightful guidance; Rich practical opportunities for students to experience the charm of social entrepreneurship and deepen their understanding of its value; The well-designed course content satisfies the students' learning needs and stimulates their learning interest.

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