

Social Entrepreneurship and the Competitiveness of Students in Social Entrepreneurship Program

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Abstract

This study aims to identify the contribution of social entrepreneurship on the competitiveness of the active participants in social entrepreneurship program called Enactus (formerly known as Students in Free Enterprise or SIFE). Social entrepreneurship in this study is divided into three dimensions, namely sociality, innovation and market orientation. Competitive dimension encompasses communication, planning and administration, strategic action, multi-cultural and self-management. This study is a cross-sectional survey using a quantitative approach involving 394 respondents. Questionnaires are used as the main instrument of data collection and data were analyzed using SPSS version 19.0. The findings by Pearson correlation test show a moderately strong positive relationship between social entrepreneurship and competitiveness. Results of the multiple regression analysis (stepwise) show that the three social entrepreneurship predictor variables namely sociality, innovation and market orientation are the factors of competitiveness. Overall, the predictor variables accounted for 36.4 per cent ($r=0.603$) of changes in the students' competitiveness variance [$F(3,390)=74,361, p<0.05$]. The implication of this study to the Ministry of Education Malaysia and Enactus Malaysia Foundation is that both parties need to encourage more students to actively participate in the social entrepreneurship programs with the aim to create more competitive human capital that have wide potential to bring prosperity to its community using social entrepreneurship approach.

Keywords social entrepreneurship, competitiveness, Enactus

INTRODUCTION

Social entrepreneurship is one of the branches in the entrepreneurship stream which is still in its infancy stage and keeping pace with the entrepreneurship education. However, the highlighted approach and values of social entrepreneurship are vital for the dynamic growth in the aspects of competitiveness and employability of the human capital. Malaysia-wise, an integrated human capital development should be intensified as it still faces problems with its quality of human capital and unemployment (Ministry of Higher Education Malaysia 2010). Several studies on graduates' employability skills in the country show that their ability to penetrate the job market is still underdeveloped. They are also said to have a shortage and mismatch of skills required by employers and the job market (Mustafa 2009; Hariyaty et al. 2011; Norasmah et al. 2012).

The HEI System Tracer Study 2011 showed that there are still many unemployed graduates, at a worrying figure of 44,391 (24% of 2011 graduates). Yet another 9,020 (4.9%) are still waiting for job placements. These figures point to a waste of highly educated human capital, and therefore, the nation suffers economic losses for not being able to use its human resources effectively. Reasons for unemployment among graduates include a lack of confidence to enter the work environment, choosing not to work, and having no interest in working (Ministry of Higher Education, 2012). In addition, the graduates' competitiveness in managing businesses are also disputable should they involve in the business trade and entrepreneurship (Rahmah et al. 2003; Norasmah et al. (2012); Economic Planning Unit and The World Bank 2008). On average, the study noted that despite numerous assistance and

efforts by the government, the entrepreneurs' achievement especially the Bumiputras still has not reached the desired level. This scenario portrays that they are not fully equipped with the necessary skills and competitiveness for them to enter the working environment, lack of excellence through a high level of motivation, professional values, impressive personality traits and attitudes toward commendable career. This phenomenon is very disappointing because both the government and the country are in dire need of more entrepreneurs to become their social change and economics agents.

In view of the above, the HEIs in the country are urged to take the lead on the concept of social entrepreneurship, which is popularly known as the use of entrepreneurial strategies for social benefits. Social entrepreneurship as a not-for-profit venture, creates social value or social change by addressing the challenges of using the innovation, innovative process, or managing fund strategies with proper attitude and entrepreneurial ethics (Mair and Marti 2005). In general, social entrepreneurship is seen as a form of education that could provide students with the opportunity to hone their potential in realizing the hopes, dreams, and self-satisfaction of the students themselves and the community which the social services are provided for.

In Malaysia, a social entrepreneurship program that draws large participation of university students from 33 HEIs is Enactus (formerly known as the Students in Free Enterprise or SIFE). Since October 2012, this Students in Free Enterprise, the world's best-known and most successful program helping university students to create community empowerment projects, has changed its name to Enactus (Entrepreneurship Action by Us) to reaffirm its long-standing commitment to using entrepreneurial action as a catalyst for progress (www.enactus.org, 2013). In all truth, Enactus is an organization responsible for organizing the social entrepreneurship program which aims to encourage students to carry out specific tasks and activities to enhance the social and economic status of the local community. It is also known as a non-profit organization that works well with business leaders and HEIs to mobilize university students to make efforts in the community. At the same time, students could develop skills to become business leaders who have a social responsibility and the ability to change the society. They work in teams at each university campus and cooperatively apply the concept of social entrepreneurship to develop dynamic projects that will improve the quality and standard of human life. An annual series of regional and national competitions provides a forum for those teams to present the results of their projects, and to be evaluated by business leaders serving as judges. National champion teams advance to the prestigious Enactus World Cup. In addition to the community aspect of the program, Enactus leadership and career initiatives create opportunities for learning and exchange among the participants as well as the placement of students and alumni with companies in search of emerging talent (Hariyaty et al. 2011; www.enactusmalaysia.org 2012).

However, there are no studies conducted to determine the contributions of this social entrepreneurship towards the students' competitiveness in particular. In fact, academic research in social entrepreneurship is still at the infancy stage (Dorado 2006; Hariyaty 2011), as the entrepreneurship field of research was some years ago. Therefore, empirical studies on the contribution of social entrepreneurship towards university students' competitiveness in Malaysia are necessary to serve as a benchmark and reference for further studies in the field, as well as to improve the social entrepreneurship-oriented educational program in future. Thus, this study aims to identify the relationship of social entrepreneurship and competitiveness among the active Enactus students; and the contribution of social entrepreneurship on the competitiveness of the active Enactus students.

LITERATURE REVIEW

Social entrepreneurship is educational program that provide students with opportunities to materialize their entrepreneurial skills, innovativeness and compassion to give back to community as active social change agents (Hariyaty et al. 2012; Mars and Rhoades 2012). While most business programs expose students to successful executives, schools focusing on social entrepreneurship bring in a special kind of business owner with a certain way of looking at the world (Shinn 2012). Therefore, each school or faculty of business and entrepreneurship needs to respond to the growing trend of social entrepreneurship and meet the needs of students who are interested in social entrepreneurship by offering entrepreneurship undergraduate and graduate programs (Tracey and Phillips 2007; Mohamed Khaled 2007; Litzky et al. 2010). It is also reported that active social entrepreneurial students who have graduated are able to attain prestigious and competitive positions due to their involvement in social entrepreneurship activities which has been perceived as an added value in the work force (Norasmah et al. 2012). Graduates with a passion for social entrepreneurship no longer have to look for jobs within a narrow range of small startups and charitable organizations and not only are there specialized consulting firms focused on social entrepreneurship, but established global firms (Shinn 2012).

Based on the Social Dimensions of Entrepreneurship by Nicholls and Cho (2008), social entrepreneurship is divided into three main foundations namely the sociality, innovation and market-oriented. Sociality is the degree at which an organization effectively works with an intention to achieve social objectives (Nicholls and Cho 2008; Nicholls 2010). In social entrepreneurship, students with well-developed social networks may be more likely to attain competitiveness goals through three resources, the first of which is wealth of information (Cohen 1988). Information is inherent in social networks and allows social entrepreneurial individuals to take advantage of knowledge and skills possessed by others to obtain their social entrepreneurship mission. Next, obligations, expectations and trustworthiness are mutual understandings of reciprocal benefits that can be gained through a network of sociality (Rizutto et al. 2009; Nicholls 2010).

Whereas innovation is the ability of the active social entrepreneurship students to apply creative solutions to problems and opportunities to improve and enrich people's lives (Nicholls and Cho 2008). Innovation is also defined as the capability of changing the chance to ideas that could be commercialized (Hariyaty et al. 2012). It also can be regarded as employees' positive work attitudes and contributions that go beyond their job prescriptions or duties, plays a central role in the economic growth process and the social entrepreneur himself is the vehicle to introduce the new technologies to improve the firms' activity and to obtain social change (Galindo et al. 2013). Innovation is one of the important elements in social entrepreneurship that most of the active Enactus students should portray (Norasmah et al 2012).

The dimension of market orientation was defined as an activity that is based on the market needs to take into account the importance of the social and commercial flows (Nicholls and Cho 2008). Market orientation is considered one of very important elements in social entrepreneurship due to its positive strong relationship with entrepreneurship. Furthermore, it refers to the persistent search for market opportunities and the development of congruent response strategies that enable firms to optimize their performance (Gonzales-Benito 2009). Moreover, the notion of market orientation relates to the adoption of the marketing concept as a business philosophy. In this respect, market orientation was defined by Deshpande et al. (1993) as an organizational culture that comprises a set of beliefs that put the customer's interest first to develop long-term profitability (in Gonzales-Benito et al. 2009). The most obvious and common way for social enterprise to become involved with the market and perhaps make some financial return is to try to sell one or more of social entrepreneurs' ideas, products or services with a conscience. The main idea is that, they should promote their enterprises in a

manner that is morally acceptable to them, colleagues in the enterprise, other stakeholders and the wider community (Durieux and Stebbins 2010). Thus, in organizing social entrepreneurship activities, students must revise their competitive strategies towards accomplishing outstanding performance levels by moving the teams' cultures towards successful market oriented model (Hariyaty et al. 2011). By understanding the role of social entrepreneurship and market orientation, their efforts to face the new situation, local government and institutions, as well as their efforts to promote social business development in such regions will be materialized (Gonzales-Benito et al. 2009; Durieux and Stebbins 2010).

Recently, besides social entrepreneurship, competitiveness is also widely discussed in both management and education literature (Kaloo 2010; Hariyaty et. al. 2011). In fact, education is a vital platform of grooming successful human capital and, is both the seed and flower of social as well as economic development. In the context of learning, the 'National Higher Education Strategic Plan Beyond 2020' recommends that students' soft skills and competencies should be developed in order to produce competent graduates who could portray high employability skills as well as capable to compete globally (Ministry of Higher Education 2004). Moreover, competency is a combination of knowledge, skills, behaviors and attitudes that contribute to personal effectiveness. It is vital to have self competency in each of the graduates in order to form a competitive generation which could ensure that the organization they work within is propelled towards its goal. To be competitive, the individual must have good competency-based management skills regardless of whether or not the person is a manager (Slocum et al. 2008).

According to Tucker and McCarthy (2001) and Litzky et al. (2010), students involved in the learning-based services such as social entrepreneurship in the Enactus program will be able to enhance the experience, motivation and self-efficacy because only this type of learning could provide an authentic learning environment. Besides that, organizations shall benefit from this social entrepreneurship learning programs because these programs provide business consulting services that could improve the efficiency and effectiveness of the organization (Steiner and Watson 2006). Norasmah et al. (2012) in her study found that students who participate actively in Enactus program have high level of resilience and competitiveness with the mean score slightly higher than the non-Enactus students. The ongoing exploration and understanding of socially oriented entrepreneurship within college and university settings represents an opportunity to expand existing and develop new avenues for the creation of social change and transformation during an era of market orientation and academic capitalism (Mars and Rhoades 2012).

Therefore, this study assumes that the dimension of social entrepreneurship could contribute to the competitiveness of students who are actively involved in the Enactus programs. Based on the situation discussed above, this study measures the social entrepreneurship and competitiveness of active Enactus student in year 2012. The conceptual framework of this study is shown in Figure 1.

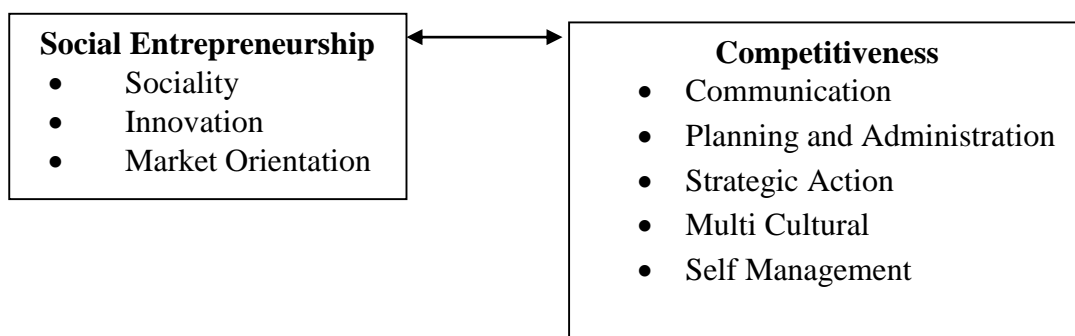


Figure 1 Conceptual Framework of the Study

Source Adaptation of the Social Entrepreneurship Dimension (Nicholls and Cho 2008) and Self-Management Model (Slocum et al. 2008)]

METHODOLOGY

This is a cross-sectional survey study with a population of 1531 active Enactus students from 30 participating HEIs. The sample size is determined by using Krecjie and Morgan (1970)'s table. Ten universities were randomly selected from the participating HEIs. In order to minimize the sampling error and reduce the risk of lower rates of questionnaires returned, a sample of 500 active Enactus students is used. Then, the 'multistage' sampling was applied to obtain 50 samples from each HEI. This sample size is more than 30 percent of the study population, and it coincides with the recommendations of Gay et al. (2009) who suggest that for a survey study, the sample should be at least 10 to 20 percent of the population. But out of the 500 samples, only 394 active Enactus students managed to return the completed questionnaires (79 percent return percentage). According to Cohen et al. (2001), this amount is sufficient to enable a minimum level of field studies conducted with questionnaires percentage of return between 70 to 80 percent.

Data was collected via questionnaire distributions. A comprehensive questionnaire using Likert scale with items designed to measure the dimensions of social entrepreneurship has been used in this study. Five-point Likert scale is used starting with 1 for "Strongly Disagree" to 5 for "Strongly Agree". This is consistent with the works of Sekaran (2003) who agree that the score of the Likert scale could be categorized as an interval scale if the total of the item scores are used to measure a construct. Based on the above recommendations, the questionnaire was drafted into 3 parts, Part A (10 items) for the purpose of obtaining the respondents' background information: Part B (20 items) to measure the organization of social entrepreneurship and Part C (46 items) to measure the dimensions of competitiveness. Items used to measure the construct of social entrepreneurship are based on the Model of Social Entrepreneurship Dimensions (Nicholls and Cho 2008) which consists of sociality, innovation and market orientation. The three sub-constructs are the independent variables in this study.

Whereas the competitive items constituted to measure those five dependent variables namely communication, planning and administration, strategic action, multiculturalism and self management are adapted and modified from the existing source of Self-Management Inventory (Slocum et al. 2008). The use of this Self- Management Inventory to measure competitiveness is supported by several researchers such as Zollo and Winter (2002), Addis (2003) and Xiaoling et al. (2010). Those researchers agreed that it is capable of measuring the critical skills for individuals, students, managers, and entrepreneurs to boost their competitiveness. A competent manager also knows that self-awareness is very important to see the operations of an organization and his role within it (Hariyaty et al. 2011).

In general, social entrepreneurship questionnaire in this study is a self-assessment instrument. Constructs and items in the questionnaire had undergone content and face validity involving ten experts in entrepreneurship and five psychological experts from local universities. The mean level of agreement for each construct and item in this study are high, as shown in Tables 1 and 2 below (based on the interpretation of Table 3).

Table 1 Levels of Expert’s Agreement on the Constructs and Items of Social Entrepreneurship

Construct	Mean	s.d	Level
Sociality	4.70	0.36	High
Innovation	4.58	0.45	High
Market Oriented	4.60	0.64	High

Table 2 Levels of Expert’s Agreement on the Constructs and Items of Competitiveness

Construct	Mean	s.d	Level
Communication	4.81	0.25	High
Planning and Administration	4.87	0.17	High
Strategic Action	4.86	0.20	High
Multi Cultural	4.84	0.24	High
Self Management	4.94	0.10	High

Table 3 The Interpretation of Mean Scores

Scale	Level
1.00 – 2.00	Low
2.01 – 3.00	Moderately low
3.01 – 4.00	Moderately high
4.01 – 5.00	High

Meanwhile, the reliability of questionnaire does cover internal consistency with suitable Cronbach’s Alpha coefficients, in which according to Hair et al. (2010), the minimum value of Cronbach’s Alpha that may be applicable to newly constructed items is between .60 and .70. In this study, the Cronbach’s Alpha coefficients obtained were between 0.80 and 0.87 for the two dimensions studied. This shows that the used questionnaire has high reliability. Also with the used of Statistical Package for the Social Sciences (SPSS) software, process of checking the missing data and screening the outlier were performed. This process also validated the assumptions of multivariate analysis like linearity, homocedasticity and multicollinearity. Inferential analysis involving Pearson correlation (r) is used to identify the relationship between social entrepreneurship and competitiveness. The interpretation of the relationship between the two variables is based on Table 5, while stepwise regression was used to determine the contribution of social entrepreneurship to the competitiveness of Enactus students. Table 4 shows that the multicollinearity problem does not appear in the independent variables of the research when all the collinearity tolerance value is greater than .10. Standard residual value within the range of ±3.3 shows that data has no problem with the outlier in order to fulfill the stipulation of stepwise regression.

Table 4 Collinearity Statistics

Model 1	Tolerance
Constant	
Socialty	0.55
Innovation	0.61
Market Orientation	0.55

**Statistics show the collinearity analysis after the factor analysis being carried out

Table 5 The Interpretation of Correlation Coefficient

Correlation Coefficient value (r)	Interpretation
0.00 – 0.19	Very weak
0.20 – 0.39	Weak
0.40 – 0.59	Moderate
0.60 – 0.79	Strong
0.80 – 1.00	Very Strong

Source : Lim (2007)

FINDINGS AND DISCUSSIONS

Respondents' Profile

The study involved 394 students from ten HEIs that participating in social entrepreneurship program. Of this amount, a total of 164 (41.6%) respondents were male and 230 (58.4%) were female students. The Malays, 335 students account for 85.0% of the racial composition of the respondents, whereas the Chinese 34 students (8.6%), the Indian 12 students (3.0%) and other races account for 3.3% or 13 students. A total of 163 (41.4%) of the respondents were involved in this social entrepreneurship program in less than a year, 108 (27.4%) respondents were involved in the particular program for a period of one year to less than three years while the 120 (31.2%) remaining respondents participated in the program for more than three years.

Relationship of Social Entrepreneurship and Competitiveness

Table 6 shows a moderate positive relationship between social entrepreneurship and competitiveness ($r = 0.594$, $n = 394$, $p < 0.01$).

Table 6 Correlation between Social Entrepreneurship and Competitiveness

Factor	1	2
1) Social Entrepreneurship	-	0.594**
2) Competitiveness		-

Based on the above findings, it could be concluded that the higher the level of social entrepreneurship of the Enactus student is, the higher the level of his/her competitiveness. Following the positive relationship that exists between the two variables involved, the findings of this study support the findings of Norasmah et al. (2012) and Hariyaty et al. (2011) who found that students who participated in the social entrepreneurship program have self-resilience and are high in competitiveness. Although competitiveness is one of the aspects in motivation, but it is given less attention in relating its importance to entrepreneurship. Most studies on entrepreneurship regard competitiveness as an external competitiveness element that happens in a business rather than an internal competitiveness spirit among entrepreneurs. However, Shane (2003) regards that the individual entrepreneur must have a high competitive advantage to ensure they could stay longer in their respective fields and enable them to dominate the market and product successfully. According to him, the failure of any business venture is due to the absence of competitive advantage in the market among the entrepreneurs. However, he believes that a competitive advantage could be developed through identification of opportunities in an entrepreneurial activity, including social entrepreneurship.

In this regard, the Ministry of Education and Enactus Malaysia Foundation should promote social entrepreneurship-oriented programs to garner more participation of university

students in the program. This is a wise step towards developing human capital that not only has the quality of entrepreneurship but also helps in the development, economically or socially. If the participation in social entrepreneurship program could be extended to all students, it is not impossible that the problems of achieving the graduates' employability skills and quality as required by the job market could be tackled because students who actively participate in the program are said to have the added value and are competitive in the job market (www.enactusmalaysia.org 2012).

The Contribution of Social Entrepreneurship on the Students' Competitiveness

Regression analysis (stepwise) was used to determine the contribution of the elements of social entrepreneurship organization consisting of sociality, innovation and market orientation on the dependent variable of competitiveness. Tables 7 and 8 show the results of multiple-regression (stepwise). Prior to the regression test run, some prerequisites such as sample size, normality, outliers, singularity, linearity and few others have been met. Regression analysis was carried out on the three social entrepreneurship elements namely sociality as the first predictor, innovation as the second and followed by market orientation. Analysis of variance explained in the regression models produce a good prediction of the significance of the existing predictor. Results of the analysis have demonstrated a significant relationship between social entrepreneurship organization and the competitiveness of Enactus students at the 0.05 level. The analysis results show that all three predictor variables consists of innovation ($\beta = 0.322$, $p < 0.05$), sociality ($\beta = 0.269$, $p < 0.05$) and market-oriented ($\beta = 0.109$, $p < 0.05$) are the factors for Enactus students' competitiveness. Overall, the predictors accounted for 36.4 per cent ($r = 0.603$) of changes in the competitiveness variance [$F(3,390) = 74.361$, $p < 0.05$].

Table 7 Analysis of Varians (ANOVA)

Model		Sum of squares	df	Mean squares	F	Sig.
1	Regression	16.287	1	16.287	165.538	.000 ^a
	Residual	38.569	392	.098		
	Total	54.856	393			
2	Regression	19.590	2	9.795	108.595	.000 ^b
	Residual	35.266	391	.089		
	Total	54.856	393			
3	Regression	19.960	3	6.653	74.361	.000 ^c
	Residual	34.895	390	.089		
	Total	54.856	393			

Significance level at 0.05

- a. Predictors: (Constant), Innovation
- b. Predictors: (Constant), Innovation, Sociality
- c. Predictors: (Constant), Innovation, Sociality, Market Oriented
- d. Dependent Variable: Competitiveness

Table 8 Analysis of Multiple Linear Regression (Stepwise)

Predictors	B	Std. Error	Beta	t	Sig.	R ²	Contribution (%)
(Constant)	2.036	.138		13.442	.000		
Innovation	.473	.035	.545	12.866	.000	.297	29.7

(Constant)	1.583	.163		9.693	.000		
Innovation	.320	.043	.369	7.405	.000		
Sociality	.261	.043	.302	6.051	.000	.357	6.0
(Constant)	1.522	.165		9.205	.000		
Innovation	.279	.048	.322	5.867	.000		
Sociality	.233	.045	.269	5.160	.000		
Market Orientation	.085	.042	.109	2.036	.042	.364	0.7

Criterion: Competitiveness

R=.545(a), .598(b) and .60 (c)

R²=.297(a), .354(b) and .359(c)

Adjusted R² =.295(a), .354(b), .359(c)

Based on the results of multiple regression analysis above, a regression equation is developed as follows: $Y_2 = 1.522 + 0.085X_3 + 0.233X_2 + 0.279X_1 + 0.165$, with Y_2 represents the Enactus student competitiveness, X_1 represents innovation, X_2 represent sociality and X_3 represent market oriented (Constant = 1.522, standard error = 0.165). Result of multiple regression analysis (stepwise) clearly shows that the competitiveness of Enactus students is influenced by the elements of innovation, sociality and market orientation in the organization of social entrepreneurship. Overall contribution of the three predictor variables is 36.4 percent but the other 63.6 per cent of the surplus could be explained by other variables which are not included in this study (Hair et al. 2010; Pallant 2011). Thus, it has been proved that all the elements of social entrepreneurship may contribute positively to the competitiveness of Enactus students as previously highlighted by Nicholls and Cho (2006), and Bornstein (2007). This clearly indicates that students who are actively involved in social entrepreneurship activity are able to boost their own competitiveness and at the same time such activity gives them competitive-advantage in terms of communication, planning and administration, strategic action, multi-cultural and self-management. This statement is parallel with Nicholls and Cho's (2008) who stated that social entrepreneurship (with the elements of sociality, innovative and market-oriented) is a process of developing normative human skills.

Within the scope of social entrepreneurship, sociality dimension is the point where an organization is dedicated to effective methods to reach the goal of solving social problems with a significant impact as well as large-scaled solutions. Furthermore, under the auspices of Enactus; these active students can manifest their sociality element by choosing appropriate activities with an aim to achieve the goal of solving social problems. They also admitted that they analyze the strengths and weaknesses of the community which they have helped, are willing to learn the culture of the community in order to understand their problems and find a variety of resources to help the people in their efforts to improve their lives. In addition to exhibiting the commitment to give back to the community, active Enactus students also have to build and use a strong social network and constantly increasing the number of new contacts that are equally motivated to help people with the entrepreneurial approach. This findings is in line with the social capital theory as cited by Shane (2003) who found that entrepreneurs should involved in larger social network structure to gain business opportunity and overcome problems.

Also in this study, innovation is highlighted as the second important dimension in defining social entrepreneurship. Innovative dimension, according to Nicholls and Cho (2008) is one of the reasons why social entrepreneurship is receiving a lot of attention and has become an ever increasingly popular academic discussion topic lately because it is assumed to be the source of new and innovative solutions to the pressing social problems. Social entrepreneur known as the innovator in the social group is an individual who is fully motivated to develop

the community unlike business entrepreneur who is ultimately profit-driven. The Enactus students also practice innovation in social entrepreneurship activities. They always suggest some potential projects to bring about change in society, applying a new approach in finding solutions to transform people's lives in order to get better living and capable to mobilize the resources used to solve social problems.

However, market-oriented approach that is considered relevant to social enterprise that combines the social impact of commercial revenue streams do not put an absolute pleasure to profit reward. This fact is consistent with the view of Alter (2006) regarding social enterprise which he referred to as a non-profit business, or a business with a social purpose, an enterprise to generate revenue to support or create economic opportunities for the poor and retrogressive population. However, at the same time this enterprise also operates to generate funds for covering the organization's costs. Alter's view is in line with the practice of social entrepreneurship by active Enactus student. On this social entrepreneurship platform, these active students have been actively conducting social entrepreneurship activities as non-profit businesses with a social purpose. They are involved in the process of creating economic opportunities and generating revenue to support the economic opportunities for the population of low-income communities. They also agreed that they work hard to generate money to fund the cost of social entrepreneurship activities that they have conducted.

This study also supports the research done by Slocum et al. (2008) and Kaloo (2010) who stressed that competitiveness is related to the competency-based management and it is very important to nurture the excellent individual called student, manager or entrepreneur. It could appropriately be polished through appropriate educational approaches and social entrepreneurship is one of the potential approaches to develop the capacity of competitiveness human capital among the graduates as suggested by Hariyaty et al. (2011) and Norasmah et al. (2012) as well. Social entrepreneurship is one of the perfect alternative platforms to hone the students' competitive edge due to the positive contribution of the social entrepreneurship elements as described and discussed previously.

Thus, in order to strengthen the competitiveness of HEI students; an appropriate educational approach in social entrepreneurship program should be reviewed and refined. Emphasis should be placed on the components of competitiveness covering the aspects of strategic communications, planning and administration, multiculturalism, and strategic actions in order to ensure students' competitiveness. Thus, the continuous commitment and collaboration by the parties involved in the organization of social entrepreneurship programs such as the university management team, faculty advisor, the Enactus Malaysia Foundation as well as the established industry practitioners should be encouraged. It is undeniable that social entrepreneurship platform is very important in creating a competent generation that meets the needs of the job market. Therefore, continuous commitment ventured by Enactus Malaysia Foundation and the Ministry of Education, especially the Higher Education Sector in improving the quality of human capital creatively and innovatively should be recognized because the participants of social entrepreneurship program (such as Enactus) demonstrate a high level of social entrepreneurship that can actually emphasize their competitiveness.

CONCLUSION

Competitiveness that meets the needs of job market should be ingrained into the minds of students in order to prevent wasted human capital from happening in the job market. Thus, efforts towards strengthening the competitiveness of students should always be explored and strengthened by providing appropriate educational programs. Noble efforts made to cultivate social entrepreneurship as well as commercial entrepreneurship education such as the Enactus

program should be expanded and given proper recognition due to the fact that students who pursue social entrepreneurship program could portray an impressive level of competitiveness. The findings suggest that social entrepreneurship elements contribute to the competitiveness of the Enactus active students and active participation of students in those programs is able to boost their competitive performance. Due to the limitation in this study, it is suggested for further research an assessment of Enactus program is made to measure the effectiveness of the programs, as well as examining the competitiveness of the students before and after they enter the program.

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