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# **Boosting knowledge & trust for a sustainable business**

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Full Papers*

*University of Bocconi, Milan*

**June 30<sup>th</sup> and July 1<sup>st</sup> 2022**

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# **Boosting knowledge & trust for a sustainable business**

**June 30<sup>th</sup> and July 1<sup>st</sup> 2022**

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# Does trust encourage social entrepreneurship?

GIUSEPPE BONGIORNO\* MARIACARMELA PASSARELLI\* FRANCESCA FILICE<sup>▲</sup>  
VALENTINA CUCINO\*\* ALFIO CARIOLA\*\*

## Abstract

**Objectives.** *In this study we propose an explorative empirical analysis that will investigate how the three dimensions of trust (personal, collective and institutional trust) can impact on social entrepreneurship.*

**Methodology.** *In this study we propose a factor analysis and a linear regression analysis, to test the effect of different dimensions of trust on social entrepreneurial intention.*

**Findings.** *This study contributes to the literature by showing which are the main aspects of trust that can be built, stimulated, encouraged, to promote social entrepreneurship. More concretely, this study shows how accompanying young people in volunteer experiences can be important to stimulate social entrepreneurial intention.*

**Research limits.** *The small size of the sample and its concentration in a single region does not allow us to be able to generalize our results on a large scale.*

**Practical implications.** *Voluntary activities should be promoted as they represent an effective tool for the development of a feeling of trust in the entrepreneurial and territorial reality, which highlights the opportunities offered by a territory and the willingness to contribute so that these opportunities become concrete projects.*

**Originality of the study.** *The present study focuses on voluntary activities, still poorly investigated in the literature, i.e. on the experience within voluntary associations understood as the Association of Italian Catholic Guides and Scouts or to a Catholic Action Group.*

**Key words:** *entrepreneurial trust; social entrepreneurship; volunteering experiences;*

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## 1. Introduction

Entrepreneurship plays a fundamental role in the socio-economic development because the presence of business activities creates value for its inhabitants and, therefore, supports the community well-being. Within the field of entrepreneurship, **social entrepreneurship (SE)** is becoming a very interesting topic among scientists and policy makers. It differs from conventional entrepreneurship insofar as it emphasizes social outcomes ahead of economic returns.

The literature is rich of contributes (Dees, 1998; Peredo and McLean, 2006; Zahra *et al.*, 2009; Dacin *et al.*, 2010; Short *et al.*, 2009). Some of them (Dees, 1998) argue that “*For social entrepreneurs, the social mission is explicit and central.... Mission-related impact becomes the central criterion, not wealth creation. Wealth is just a means to an end for social entrepreneurs [emphasis added]*” (1998: 3). The claim that any wealth generated is just a mean to the social end suggests that financial benefit to the entrepreneur has no place among the goals of the undertaking. Accordingly, a large body of literature (e.g. Dees, Emerson and Economy, 2002) locates the concept of social entrepreneurship in the world of non-for-profit (NFP) organizations.

For another branch of literature, social entrepreneurship necessarily involves “enterprise,” in the sense of some form of income-generating venture, determined, however, not on profit but on social benefits. Thus, NFPs taking this route are often described as “hybrids” (Davis, 1997) in recognition of the way that they combine nonprofit with for-profit organizational features.

According to Peredo and McLean (2006) social entrepreneurship is a NFP concept, and a range of opinion as to whether or to what extent they might or must be involved in some form of revenue-generating exchange. The authors, in fact have shown that a survey of the appearance of the term “social entrepreneurship” in scholarly and non-scholarly publications over a 15-year period, suggested that fully 83% of press references to “social entrepreneurship” referred to examples from the NFP sector. This paper considers that “*the social entrepreneur is overwhelmingly a nonprofit sector phenomenon*” (Taylor *et al.*, 2000: 6).

Social entrepreneurship literature acknowledges that social capital is vital to the success of social entrepreneurship efforts and trust is integral to the process of building social capital, and also the importance of trust, because it contributes to the process of building social capital to promote positive life and business experiences (Ayob 2018; Trigkas *et al.*, 2021).

Moreover, trust is a crucial factor that encourage *entrepreneurship* among young people, since it improves the desire to do something useful for their territory (Sheppard and Sherman 1998; Tack *et al.*, 2017). Social capital helps social entrepreneurs relieve social problems and enter the public sphere (Mair and Marti, 2006). Scheiber (2014) finds that social capital allows social entrepreneurs to develop a better understanding of complex social problems, which results in more effective social entrepreneurship initiatives. Entrepreneurship literature acknowledges that trust is integral to the process of building social capital (Bogren and von Friedrichs, 2016; Zhang and Hamilton, 2010). However, social entrepreneurship literature largely neglects the analysis of trust itself (Curtis *et al.*, 2010). Trust is unquestionably central in social entrepreneurship efforts. It facilitates cooperative behavior, decreases negative conflict, reduces transaction costs, promotes network relations, enables rapid team building, and encourages active responses to crises (Rousseau *et al.*, 1998); all of these are critical issues in social entrepreneurship efforts. Glaeser *et al.* (2000) show that when individuals are closer socially, trust rises.

However, there has been limited research on trust itself in social entrepreneurship literature. This article aims to begin filling this gap by investigate on trust as one of the main factors that can impact on social entrepreneurship efforts. The present paper attempt to offer a contribute to the literature by answering the following research question: *how volunteering experiences and trust impact on the entrepreneurial intention to became social entrepreneurs?*

In order to answer our research question, we focus on the experience within two religious voluntary associations still little investigated: Association of Italian Catholic Guides and Scouts (AGESCI)’s or to a Catholic Action Group (AC).

The paper is organized as follows: section one focuses on the role of trust on the social entrepreneurship. Then, it focuses on the three dimensions of trust entrepreneurship. Section three shows the methodology and empirical analysis. The results are discussed in the fourth section while in the last section we conclude with the limitations and future research.

## 2. Trust and Social Entrepreneurship

Social entrepreneurship has generated much interest in the private, public, and not-for-profit sectors. Although there are many definitions for this concept, social entrepreneurship can broadly be described as “*a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs*” (Mair and Marti, 2006, p. 37). Many variables impact on the social entrepreneurial intention. Trust is an essential component of social entrepreneurship success (Tack *et al.*, 2017) and it can be taken in three different forms: Personal trust, Collective trust and Institutional trust.

Although several studies have investigated the role of different forgetfulness, still few studies have focused on linking all dimensions of the Trust to the intention of creating a new company.

### 2.1 Personal trust (PF)

For personal trust “*a record of prior exchange, often obtained indirectly or by imputation from outcomes of prior exchange, provides data on the exchange process*” (Zucker, 1986, p. 60). The category of personal factors includes all the factors regarding individuals’ characteristics (personality traits and personal history). It can be measured through the honesty, the reliability, the person’s inclination to trust arising from their personal traits, their fear of unexpected and their ability to risk trusting an individual (Młokosiewicz and Misiak-Kwit, 2017; Welter and Smallbone, 2006) education (Elnadi *et al.*, 2020) and also Situational Attribution (McLeod, 2012). This means that trust is governed by norms, values, and codes of conduct inherent in a business environment (e.g., a business association) and/or a wider society (Welter and Smallbone, 2006).

### 2.2 Collective trust (CT)

Collective trust that concerns the trust born within a community that shares a goal, whether it is an ethnic group, a network, an association, or an industrial sector. Communities are made up of people, so it is almost obvious to emphasize how collective trust is influenced by personal trust and vice versa (Welter, 2012); also, the institutional component also assumes a certain relevance in the literature on Entrepreneurship. Collective trust that concerns the trust born within a community that shares a goal, whether it is an ethnic group, a network, an association, or an industrial sector. Belonging to a volunteer group can be a good experience to generate collective trust (Glaeser *et al.*, 2000).

Without education, every country is irreparably condemned to poverty and backwardness. It represents the foundation of a nation’s progress, showing people how to live together in a world characterized by diversity and pluralism. Education offers citizens the opportunity to develop their potential, to increase their knowledge and skills, to discover their talents and use them to contribute to the intellectual wealth of their territory (Astuti *et al.*, 2021).

Whereas formal education takes place almost exclusively in schools and universities, the so-called Informal Education draws from the multiplicity of experiences lived every day, assuming a primary role in strengthening the social and professional integration of the younger generations (Khasanzyanova, 2017). Indeed, for young people, associations are a training ground for life, for the development of skills that may prove useful in the work world. In this perspective, volunteering activities become an integral part of Informal Education, being beneficial for personal and professional development (Khasanzyanova, 2017). In this perspective *the educational dimension of*

*volunteering should not be underestimated*; in fact, it promotes autonomous learning, oriented to character formation rather than the acquisition of concepts and notions. (Khasanzyanova, 2017). Talking about informal education, it is necessary to recall the concept of lifelong Education, defined as: «*All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic and/or employment-related perspective*» (Khasanzyanova, 2017). In globalized economies sociable, responsible and initiative-taking people are preferred to others (Khasanzyanova, 2017). The concept of social competence refers to those skills emerging thanks to cooperation; it is, therefore, a set of skills necessary for the individual to be integrated into a society (Khasanzyanova, 2017). Soft skills are nothing more than the social dimension of skills. They can be defined as: «*Attitudes and behaviors displayed in interactions among individuals that affect the outcomes of various interpersonal encounters*» (Khasanzyanova, 2017). The significant increase in the demand for soft skills to access almost all job positions is attributable to their transversality, to their ability to describe human nature. They represent, in fact, the answer to the triple need of twenty-first century companies: better management of interpersonal relationships, better understanding of the action scenario; worker's well-being (Khasanzyanova, 2017).

Thus, the intrinsically dynamic character of volunteer associations, naturally oriented to action, makes them fertile ground for the development of trust in new generations.

### 2.3 Institutional trust (IT)

Thus, Institutional trust embraces those bureaucratic and regulatory aspects that contribute to increasing citizen trust in territorial institutions (Welter, 2012). These are three conceptual levels in continuous dialogue, reinforcing or weakening each other.

Much of the debate on trust in the entrepreneurial world focuses on social capital and networks, within which trust improves the relational environment and favors the recognition and construction of opportunities, business and otherwise. Since trust creates lasting bonds, it appears fundamental for the stability of any 'network' relationship and for the development of social capital (Welter, 2012).

Institutional trust includes macro factors that are a less nourished strand of literature, because at the end of last century experts in the field started to believe that the Ecosystem a person belongs to, determine its choices as much as its family experience (Elnadi and Gheith, 2021). The entrepreneurial ecosystem, is defined as: «*An interconnected group of actors in a local geographic community committed to sustainable development through the support and facilitation of new sustainable ventures*» (Elnadi and Gheith, 2021). In other words, it can be said that an entrepreneurial ecosystem is closely linked to a geographical area, embraces political, social, economic and cultural elements, deals with promoting and encouraging entrepreneurship as a springboard for the development of the territory (Elnadi and Gheith, 2021). Within these factors, entrepreneurship education (formal) plays a fundamental role.

## 3. Methodology

### 3.1 Survey and Sample

We propose an explorative empirical analysis that will investigate how the three dimensions of trust (personal, collective and institutional trust) can impact on social entrepreneurial intention (SEI). A focus will be on the volunteers' experiences on the Institutional trusts among young people living in Calabria (a developing region in the south of Italy).

The data collected for the purpose of the analysis come from a sample composed of 133 individuals, young people from Calabria aged between 16 and 30 years, quite homogeneous as regards gender (50% males and 50% females) and spatial location within the regional territory.

The study adopts a quantitative approach; specifically, we used different validated scales to measure the different variables that impact on SEI. Thus, the questionnaire (Table 1) was structured into 3 macro sections:

- the first aimed at collecting general information on the volunteers and contains socio-demographic questions and others aimed at extracting data on the personal condition (gender, age, educational experiences, degree course, academic year, the place of residence and the province of residence).
- The second section concentrated on the measure of the construct of Social Entrepreneurial intention (SEI) (Hockerts, 2017). Specifically, we use a 5-point Likert-type response format ranging from 1, “strongly disagree” to 5, “strongly agree”.
- The third section investigated the main items that could influence SEI, specifically, we concentrated on:
  - Personal trust (Młokosiewicz and Misiak-Kwit, 2017). We used validated scales from the existing literature (Aasheim *et al.*, 2009; Zhang, 2012; Nga and Shamuganathan, 2010; Tiwari *et al.*, 2017 and also from Acedo-Carmona and Gomila, 2014). Specifically, we concentrated on a set of different items (Table 1).
  - Collective trust (Acedo-Carmona and Gomila, 2014). Belonging to a volunteer group can be a good experience to generate collective trust (Glaeser *et al.*, 2000). Then, stemming from Glaeser *et al.*, (2000), we focused on variables related to the volunteer activities and on the belonging of people to the Association of Italian Catholic Guides and Scouts (AGESCI)’s or to a Catholic Action Group (AC). It concerns the trust born within a community that shares a goal, whether it is an ethnic group, a network, an association, or an industrial sector.
  - There are questions that investigate on the Institutional trust (Urban, 2013). It will be associated with forms of economic encouragement, on the prevailing values, on the beliefs and on social habits. Questions refer to the infrastructures that can be used to develop social entrepreneurship but also on regulation, bureaucracy and external ecosystems.

*Table 1*  
*Items and questions of the questionnaire*

Constructs	Items	Questions	Reference
Social Entrepreneurial Intention	SEI	I expect that at some point in the future I will be involved in launching an organization that aims to solve social problems. I have a preliminary idea for a social enterprise on which I plan to act in the future. I do not plan to start a social enterprise (Item is reverse coded)	Hockerts, 2017
Institutional trust	Social business opportunities	You believe that your territory offers social business opportunities	İrengün and Arıkboğa, 2015
Institutional trust	Infrastructures	You believe that road infrastructure is adequate to support social business activities	Urban, 2013
Institutional trust	Burocracy	You believe that it is easy to complete the bureaucratic procedures necessary to start a social business	Urban, 2013
Institutional trust	Regulation	You believe the current regulation favours the birth of social entrepreneurial realities	Urban, 2013
Institutional trust	Public funds	That you know it is possible to have access to public funding funds	Urban, 2013
Institutional trust	Entrepreneurial Ecosystem	Do you think that the external ecosystem can offer good opportunities to young people?	Cavallo <i>et al.</i> , 2019
Institutional trust	Entrepreneurial Ecosystem	Do you think that the external ecosystem can influence entrepreneurial decisions?	
Collective trust	Trust network	If a colleague is having difficulty, you help them without expecting anything in return	Acedo-Carmona and Gomila, 2013
Collective trust	Trust network	If, during group work, someone suggests a “shortcut” to make things easier, you discourage the action	Acedo-Carmona and Gomila, 2014
Collective trust	Voluntary group	Have you been part of a voluntary group (scout group)?	Glaeser <i>et al.</i> , 2000
Collective trust	Voluntary group	Have you been part of a voluntary group (Catholic Action Group)?	
Personal trust	Delegation of tasks	You can delegate important tasks	Acedo-Carmona and Gomila, 2014
Personal trust	Ability to work in teams	You help to create a climate of dialogue and exchange of ideas	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010

Personal trust	Communication skills	You can present a project in a clear and exhaustive way	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Communication skills	When you have to speak in public, you assess every possible contingency	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Creative thinking	It happens you have ideas that no one had thought of before	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Interpersonal skills	During group activities you are the first to speak	Chaker and Jarraya, 2021; Li <i>et al.</i> , 2021
Personal trust	Interpersonal skills	During group activities you express your opinion	Zhang, 2012
Personal trust	Interpersonal skills	During group activities you tend to make your idea prevail	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Interpersonal skills	During group activities you listen to and respect others' opinion	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Leadership (int skills)	You can make yourself understood when expressing your point of view	Tiwari <i>et al.</i> 2017; Zhang, 2012
Personal trust	Leadership skills	You can put together the opinions of the group	Tiwari <i>et al.</i> , 2017; Zhang, 2012
Personal trust	Opportunity identification	You are able to identify concrete opportunities	Tiwari <i>et al.</i> , 2017; Zhang, 2012
Personal trust	Organizational skills	You complete the tasks assigned to you	Aasheim <i>et al.</i> , 2009; Nga and Shamuganathan 2010
Personal trust	Problem solving	When a problem arises, you are able to come up with concrete solutions	Aasheim <i>et al.</i> , 2009;
Personal trust	Problem solving	You look at things from different perspectives and sometimes you find solutions to impossible problems	Zhang, 2012
Personal trust	Problem solving	You find concrete solutions to problems	Zhang, 2012
Personal trust	Project management skills	You take care of the division of tasks and / or the assignment of tasks	Zhang, 2012
Personal trust	Project management skills	If you do not have a fixed deadline you tend to postpone the work to be done	Zhang, 2012
Personal trust	Project management skills	You plan your work and commit to it	Aasheim <i>et al.</i> , 2009;
Personal trust	Project management skills	You know how to manage your days by taking into account the unexpected	Aasheim <i>et al.</i> , 2009;
Personal trust	Project management skills	The unexpected does not scare you; you are good at reprogramming	Aasheim <i>et al.</i> , 2009;
Personal trust	Resilience	When you face a challenge, you have no difficulty in overcoming the obstacles that arise	Tiwari <i>et al.</i> , 2017
Personal trust	Self- efficacy	You're not afraid to experiment even when you might fail	Tiwari <i>et al.</i> , 2017
Personal trust	Stress management	Working under pressure does not scare you	Zhang, 2012; Nga and Shamuganathan (2010)
Personal trust	Social Educational programs	Your studies are providing you with adequate skills to start a social business	Elnadi <i>et al.</i> , 2020;

### 3.2 Empirical analysis

The empirical analysis used IBM's Statistical Package for Social Science (SPSS) statistical program. First, the overall reliability of the model as well as the individual constructs was verified, making sure that the Cronbach Alpha was greater than 0.5. Out of a sample size of 133, only two cases were found to be invalid for the purposes of the analysis, guaranteeing a percentage of legitimacy of 98.5%. Overall, the model is reliable, with a Cronbach alpha of 0.850 out of 35 variables considered. The quantitative approach is already used by several authors to study the main factors that influence entrepreneurial intention. The empirical analysis was divided into several steps: from the creation of the questionnaire (explained earlier); To the Exploratory Factor Analysis used to achieve a reduction in data complexity. Once an acceptable solution of the factor model was reached, the factor scores were saved and used as input for multivariate linear regression. Finally, after analyzing the descriptive statistics, the results of the multivariate linear regression were



interpreted to analyze the effect of the independent variables (factors that emerged in the factor analysis and others) on social entrepreneurial intention.

### 3.2.1 Factor analysis

The size of the model was then reduced by factor analysis which received quantitative items on a 7-point metric scale as input. Several attempts were made until the ideal solution presented in this paragraph was reached. In particular, in the various attempts, the variables that saturated multiple factors, or that had coefficients lower than 0.4 on all factors, were eliminated. The solution obtained is shown below.

The first index that is taken into consideration is the KMO index, which is constructed by comparing the correlation coefficients with those of partial correlation. This ratio varies between 0 and 1 and the model obtained has a KMO index of 0.734.

The second value taken into consideration is the Bartlett Sphericity Test, which is used to test the hypothesis that the correlation matrix is an identity matrix. The significance of this test is  $<0.001$ , so we can conclude that the model is adequate.

Tab. 2: KMO & Bartlett's Test Factor Analysis

Kaiser-Meyer-Olkin measurement of sampling adequacy.		0,734
Bartlett sphericity test	Chi-square approximation	1589,172
	G.d.L.	406
	Significance	$<0,001$

Source: authors' elaboration

The extraction method chosen for the factor analysis is the main components one, based on the percentage of total variance explained, which selects the variables that will constitute the model's regressors. Keiser's rule defines the extraction of factors until the eigenvalues are greater than 1. From this extraction, 10 components were obtained, which explain almost 72% of the cumulative variance.

Since the extraction of factors is hierarchical, the first factor tends to show high coefficients on all indicators, making interpretation difficult. The axes are then rotated with the Varimax method (orthogonal rotation). The factorial analysis extracted 10 factors, which were assigned a name based on the items related to them and with which they are explained:

- Factor 1: **Education experience (EE)**. It summarizes all the items related to the student's educational background. These variables express the perceptions about the skills gained through entrepreneurial courses and activities.
- Factor 2: **Interpersonal skills (IS)**. It summarizes the variables that express the set of values of an individual to respect the needs of other persons.
- Factor 3: **Importance of ecosystem (IoE)**. It summarizes all the opinions declared regarding to the external ecosystem, in particular the importance that it has in the student's decisions.
- Factor 4: **Management of the emotions (ME)** It summarizes the set of variables that affect the personality; in particular, they express the degree of nervousness, anxiety and moodiness.
- Factor 5: **Difficulty Managing Stress (DMS)**. It summarizes the set of items that concern the organization, the hard work, the management of social problems.
- Factor 6: **Egoistic approach (EA)**. It summarizes the variables that express the subject's desire to satisfy only its own needs.
- Factor 7: **Extroversion (EX)**. It summarizes inside the variables that express both the trait of friendship, the level of understanding and courtesy and the extroversion.
- Factor 8: **Fair of unexpected (FE)**. It summarizes the variables that concern fair to deal with new experiences.
- Factor 9: **Self-efficacy (SE)**. It summarizes the variable that express the ability of an individual to rich a goal.

- Factor 10: **Situational Attribution (SA)**. It summarizes the statements concerning the attribution of a consequence to external and non-subjective causes.

### 3.2.2 Variables description

The dependent variable for the empirical analysis was Social Entrepreneurial Intention (SEI), that can be influenced by different regressors, that are: the components obtained from the factor analysis and the variables on the volunteer experiences. Thus, the outcome depended on the set of explanatory variables. To measure the independent variables, we used a set of variables rated by respondents on 5-point Likert scales; some of them used the semantic differential, while others, used the degree of agreement and disagreement with respect to certain statements. The independent variables came from the factorial analysis (output from F.A) and they were used along with a control variable in the econometric model (Age). Some variables were transformed, for the purpose of analysis, into dummy variables (Table 3):

Table 3  
Description of variables

DEPENDENT VARIABLE		
	Label	Measure
1	SEI	<b>Social Entrepreneurial Intention</b> (from 1, "strongly disagree" to 5, "strongly agree")
INDEPENDENT VARIABLES		
	Label	Measure
1	AGE	value 1 for all individuals over the age of 19, 0 otherwise.
	(Control variable)	
2	EE	<b>Education experience</b> (Output F.A. based on 5-point Likert)
3	IS	<b>Interpersonal skills</b> (Output F.A. based on 5-point Likert)
4	MoE	<b>Management of the emotions</b> (Output F.A. based on 5-point Likert)
5	DMS	<b>Difficulty managing stress</b> (Output F.A. based on 5-point Likert)
6	EA	<b>Egoistic approach</b> (Output F.A. based on 5-point Likert)
8	EX	<b>Extroversion</b> (Output F.A. based on 5-point Likert)
9	FoU	<b>Fair of Unexpected</b> (Output F.A. based on 5-point Likert)
10	ST	<b>Self - Trust</b> (Output F.A. based on 5-point Likert)
11	SA	<b>Situational Attribution</b> (Output F.A. based on 5-point Likert)
12	Sc-Ex	<b>Scout Experience</b> 1 for all individuals who are or have been part of a scout group, 0 otherwise
13	AC-Ex	<b>AC Experience</b> 1 for all individuals who are or have been part of a Catholic Action Group, 0 otherwise
14	IoE	<b>Importance of Ecosystem</b> (Output F.A. based on 5-point Likert)

"Output F.A" means that the variable comes from the Factor Analysis

### 3.2.3 Linear Regression Model

The variables listed in Table 3 were used to model multivariate linear regression. Age became the model selection variable; based on its value, the sample was divided into two groups and the model was applied to each of them. From the starting sample of 133 people, we selected people

over 19 (age>19); then, we used a final sample of 87 people. To verify the adaptation of the model to the data, it is sufficient to look at the adapted R-square, which in the specific case is sufficiently high (0.759). the model explains 79% of the variance of the dependent variable SEI. This analysis describes the relationship between all the factors and the SEI. The analysis starts from the observation of the R-squared.

Tab. 4: R-squared Linear Regression Model

Model	R	R-squared	Adjusted R-squared	Standard Error
1	,890a	,793	,759	,912

The ANOVA test allowed, instead, to verify the percentage of variance explained by the regression, which must exceed the one that remains unexplained, contained in the error term. It can also be noted that the model is significant at all levels.

Tab. 5: ANOVA - F test on coefficients

Model		Sum of squares	GdL	Quadratic mean	F	Sign.
1	Regression	235,361	12	19,613	23,604	<,001 <sup>c</sup>
	Residue	61,489	74	,831		
	Total	296,851	86			
a. Dependent variable: Social Entrepreneurial Intention						
b. Selection of only cases with the dummy Age = 1						
c. Predictors: (constant), Constant, Education experience, Interpersonal skills, Management emotions, Difficulty managing stress, Egoistic approach, Extroversion, Fair of Unexpected, Self -trust, Situational Attribution, Scout experience, Experience A.C., Importance of ecosystem						

From the analysis of the residues, it is possible to exclude the presence of heteroscedasticity, since mean is zero and variance is constant, at least in the group in which the variable 'age' takes value '1'. From the results of the regression and the values of VIF and Tolerance, very low multicollinearity occurs, which is acceptable for this particular model, given the relative closeness to the predicted values of 1.

Tab. 6: Coefficients - Linear Regression Model

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
		B	Std. Error	Beta			Tolerance	VIF	
Typology of trust	Constant	2,78	0,186		14,951	<,001			***
PT	Education experience	0,11	0,126	0,052	0,873	0,385	0,788	1,269	
PT	Interpersonal skills	0,653	0,122	0,34	5,344	<,001	0,692	1,445	***
PT	Management of the emotions	-0,112	0,115	-0,055	-0,975	0,332	0,873	1,146	
PT	Difficulty in managing stress	-0,202	0,11	-0,106	-1,841	0,07	0,849	1,178	***
PT	Egoistic approach	-0,251	0,103	-0,131	-2,435	0,017	0,96	1,041	**
PT	Extroversion.	-0,01	0,108	-0,006	-0,09	0,928	0,711	1,406	
PT	Fair of Unexpected	-0,981	0,143	-0,44	-6,87	<,001	0,682	1,466	***
PT	Self -trust	0,032	0,117	0,015	0,273	0,786	0,928	1,077	
PT	Situational Attribution	0,107	0,103	0,059	1,034	0,305	0,871	1,148	
CT	Scout experience	0,587	0,257	0,152	2,289	0,025	0,632	1,581	**
CT	Experience A.C.	0,638	0,249	0,169	2,562	0,012	0,641	1,559	**
IT	Importance of ecosystem	1,034	0,119	0,513	8,679	<,001	0,802	1,247	***
a. Dependent variable: Social Entrepreneurial Intention									
b. Selection of only cases for which Age = 1									

\*\*\* p-value < 0.01

\*\* p-value < 0.05

\* p-value < 0.1

## 4. Results

### 4.1 Descriptive statistics

The sample consists of 133 individuals, young Calabrian men between the ages of 16 and 30, fairly homogeneous in terms of gender (69 males and 64 females) and spatial location within the regional territory. As far as personal experiences are concerned, 56% have never been part of a scout group, 12% have been part of one in the past and 32% have been part of one. Moreover, as far as religious associations are concerned (Azione Cattolica), 52% have never been part of one, while the remaining part has been, in the past (28%) and currently (20%). We can see a clear prevalence of individuals who attended high school (105 individuals) rather than another institution of higher education, while about half of the sample had at least one experience abroad (68 yes vs. 65 no).

### 4.2 Results from the linear regression

The linear regression is valid and significant for the sample over 19 years old and it can be seen that there are some constructs that are not significant for the SEI; these variables are: educational experience, management of the emotions, extroversion, self-trust and Situational Attribution. However, all the other constructs are significant with a different effect on the SEI. Specifically, concerning the construct of Personal trust, the item Interpersonal skills is positive and significant at all levels with a positive effect on the SEI (0.653). Referring to Collective trust, Scout Experience and Experience in AC have also a positive and significant effect on SEI; in fact, the experience in these associations increases the SEI by 0.638 and 0.587 respectively, underlining the importance of being part of these groups for the development of social entrepreneurial ideas. By considering the Institutional trust, the Importance of Ecosystem turns out to be significant at all levels and with positive effect on SEI for 1.034.

On the contrary, we find a negative and significant effect for 3 variables related to Personal Traits; specifically, Difficulty managing stress, Egoistic Approach and Fair of Unexpected. People that has difficulty in managing stress, have less intention to develop social entrepreneurial intention to start a non-profit organization (-0.202). Also, people with an egoistic soul goes against the pursuit of socially valid activity (the variable has a negative effect of -0.251 on SEI). Finally, social entrepreneurs are daily treating with social problems that are characterized unexpected events. Thus, the impossibility of people to deal with unexpected states reduce the SEI (-0.981).

## 5. Discussion

This study contributes to the literature on social entrepreneurship by showing which are the main aspects of trust that can be built, stimulated, encouraged, to promote Social Entrepreneurial Intention (SEI). More concretely, this study shows how accompanying young people in volunteer experiences can be important to stimulate social entrepreneurial intention.

First, our results emphasize the importance of Interpersonal skills, to enhance the desire to generate positive social and environmental impact through a social venture. These are related to personal value that people build during their life. Thus, starting from the childhood, people should be oriented towards positive and altruistic life experience, that can enhance the desire to do something useful for society. Thus, the Collective trust dimension becomes an effective tool for creating a new awareness of institutions, the territory and its needs. Thus, belonging to voluntary activities, perhaps can develop a spirit of solidarity among young people, who will feel the institutions closest to their needs and those of people in difficulty. These elements can encourage social Entrepreneurial action oriented to the needs of society. Specifically, belonging to a the AGESCI or to the Italian Catholic Association (AC) could be a useful opportunity for personal growth and for educating free and responsible people (Astuti *et al.*, 2021). The associations

welcome young people and educators. The latter are men and women who freely choose to donate their time to the educational service in association, accompanying boys and girls in their personal growth path, unique and unrepeatable (AGESCI General Council, 1999). «The purpose of the association is to contribute, according to the principle of self-education, to children growth as significant and happy people» (AGESCI General Council, 1999). The principle of self-education, which is one of the eight founding elements of the scout method, allows the boy to be the protagonist of his own growth, although flanked by the educator who will offer him, based on age, opportunities for choice (AGESCI General Council, 1999). Finally, associationism arises above all from a need, a natural propensity of young people who choose to undertake the scout path, which will become for them a life gym, for the development of skills that will prove useful, if not indispensable, in the work world. A strong bond is established with the belonging territory, (AGESCI General Council, 1999). The method of AGESCI and AC is committed to accompanying people on his path of personal progression, which will lead him to become an adult capable of making his own choices, recognizing his own resources, and putting his talents at the service of others (AGESCI General Council, 1999). Scout experience, therefore, proposing stimulating, fun and healthy activities, lived in close contact with nature, contributes to form the character of the new generations, alongside school learning and family education, with a view to co-responsibility. It is believed that students who live or have lived in the past the scouting experience have developed those skills necessary to solve the problems of everyday life, more than others (Astuti *et al.*, 2021).

A proactive interaction with the ecosystem can improve the perception that people have of it; Ecosystem, in fact, has a strong impact on people's choices and it can stimulate entrepreneurial goals with social character.

## 6. Conclusions, main limitations and further researches

Looking at the work done, we can say that the goal set at the beginning has been achieved. The results of the empirical analysis confirm that volunteering activities generate a collective trust that can improve social Entrepreneurship, at least in the small sample examined, consisting of young and very young people scattered throughout Calabria.

Volunteering experiences should be promoted; they appear, as privileged spaces for person's formation, modelling his character and stimulating his skills. Volunteering activities can be an effective tool for the development of a trust feeling in the entrepreneurial and territorial reality, which makes clear the opportunities offered by a region and the desire to contribute to let these opportunities becoming concrete projects.

To succeed in something, you must mix two essential ingredients, talent, and passion. Well, future entrepreneurs need a third element without which the other two would be unusable, a good deal of trust in others and in their own land. The study offers useful implications for policy makers, and governments, to promote and support social volunteer activities that can help people to generate an entrepreneurial mindset. The educational dimension of volunteering should not be underestimated. It is a crucial point to develop an entrepreneurial ecosystem that can also improve the social environments.

Public policy should invest in projects oriented to solve social needs; they should support voluntary associations to implement social activities, especially in the regions with low levels of social capitals.

However, the analysis has limitations. We used a simple OLS on a small size of the sample belonging to a single region. This does not allow us to be able to generalize our results on a large scale. The experiences considered are limited to religious associations: dissimilar results could derive from the inclusion of other types of volunteers' activities. However, this could be an opportunity to develop future research on this research topic, by enlarging the sample and by using more complex models. Looking ahead, in fact, we could deepen research in this area, verifying the

impact of a variety of experiences on strengthening the Entrepreneurial Trust, not just volunteering. We can also will apply different empirical models. We will run Structural equation models, that could be useful to test relations also among the different dimensions of trust along with their impact on social entrepreneurship.

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