

**THE CONSTRUCTION OF A QUESTIONNAIRE TO MEASURE
SOCIAL ENTREPRENEURSHIP IN PHYSICAL EDUCATION**
**CONSTRUCCIÓN DE UN CUESTIONARIO PARA MEDIR EL EMPRENDIMIENTO
SOCIAL EN EDUCACIÓN FÍSICA**
**CONSTRUÇÃO DE UM QUESTIONÁRIO PARA MEDIR O EMPREENDEDORISMO
SOCIAL EM EDUCAÇÃO FÍSICA**

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ABSTRACT: This article aims to design and validate an instrument that measures the social entrepreneurship of a group of university students participating in service-learning programmes in the field of Physical Education. Firstly, a literature review was carried out to determine the characteristics that define the social entrepreneur, to latterly develop an initial questionnaire that assessed these traits. After that, a logical review was undertaken, submitting the aforesaid questionnaire to various experts. Following a thorough screening process, the pilot questionnaire on which the empirical review was carried was defined and the questionnaire was applied amongst a sample of 188 subjects. The results of the logical review highlighted the quality, relevance and understanding of the selected items, with only 2 of the 19 characteristics of social entrepreneurship proposed being eventually discarded. The results of the empirical review gave a positive record, highlighting a total average of 3.82 points out of a possible 5. The validity and reliability of the questionnaire was evident as it obtained a score of 0.809 on Cronbach's alpha, which suggest the inner strength of the questionnaire. In regard to factor analysis, the items were grouped into three broad categories, an issue which despite not coinciding fully with the initial approach, did not vary greatly. Thus, we conclude that the elaborated tool fulfilled its initial objective, and was still valid to measure social entrepreneurship. Its usefulness is based on the importance of promoting this competency within any field, especially in the educational domain.

PALABRAS CLAVE:

emprendimiento social
aprendizaje-servicio
educación física
diseño de instrumentos

RESUMEN: El presente artículo tiene por objetivo diseñar y validar un instrumento para medir el emprendimiento social sobre un colectivo de estudiantes universitarios participantes en programas de Aprendizaje-Servicio dentro del ámbito de la Educación Física. En primer lugar se realizó una revisión bibliográfica para determinar los rasgos característicos que definen al emprendedor social, para posteriormente elaborar un cuestionario inicial que valorara dichos rasgos. Seguidamente realizamos una revisión lógica, sometiendo dicho cuestionario al juicio de diversos expertos. Tras un exhaustivo proceso de filtrado, definimos el cuestionario piloto con el que realizamos una revisión empírica, aplicando el cuestionario sobre una muestra de 188 sujetos. Los resultados de la revisión lógica pusieron de manifiesto la calidad, relevancia y comprensión de los ítems seleccionados, descartando tan solo 2 de los 19 rasgos característicos del emprendedor social propuestos. Los

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| | <p>resultados de la revisión empírica mostraron unos registros positivos, destacando una media total de 3,82 puntos sobre un máximo de 5. La validez y fiabilidad del cuestionario final quedó patente al obtener un registro de 0,809 en el Alfa de Cronbach, lo que sugiere la solidez interna del cuestionario. En cuanto al análisis factorial, los ítems se agruparon en tres grandes categorías, cuestión que, pese a no coincidir plenamente con nuestro planteamiento inicial, no variaba en exceso. Así pues, concluimos que la herramienta elaborada cumple nuestro objetivo inicial, siendo válida para medir el emprendimiento social. Su utilidad se fundamenta en la importancia de fomentar dicha competencia desde cualquier ámbito, especialmente desde el educativo.</p> |
| <p>PALAVRAS-CHAVE: empreendedorismo social serviço-aprendizagem educação física desenho do instrumento</p> | <p>RESUMO: Este artigo tem como objetivo construir e validar um instrumento para medir o empreendedorismo social em um grupo de estudantes universitários que participam em programas de serviço-aprendizagem no âmbito da Educação Física. Primeiro, uma revisão bibliográfica foi realizada para determinar as características que definem o empreendedor social, para desenvolver um questionário inicial que avaliou essas características. Em seguida, realizamos uma revisão lógica, apresentando o questionário para análise de diversos especialistas. Depois de um processo de triagem minuciosa, definimos o questionário-piloto com o qual realizamos uma análise empírica, aplicando o questionário em uma amostra de 188 indivíduos. Os resultados da avaliação lógica destacaram a qualidade, relevância e compreensão dos itens selecionados, descartando apenas 2 das 19 características de empreendedorismo social propostos. Os resultados da análise empírica mostraram alguns registros positivos, com destaque para uma média total de 3,82 pontos, de um máximo de 5. A validade e confiabilidade do questionário final foi evidente ao obter um recorde de 0,809 em alfa de Cronbach, sugerindo a força interna do questionário. Quanto à análise fatorial, os itens foram agrupados em três grandes categorias, uma questão que, apesar de não concordar totalmente com a nossa abordagem inicial não variava empresas excesso. Podemos concluir que a ferramenta elaborada cumpre com o nosso objetivo inicial, sendo válida para medir o empreendedorismo social. Sua utilidade é baseada na importância de promover essa concorrência em qualquer campo, especialmente no da educação.</p> |

Introduction

It appears that the promotion of entrepreneurship is one of the recipes that different segments of contemporary society are proposing as a response to the current situation of crisis. Most appreciably, the situation of crisis has been manifest in the economic sphere, and has moved directly into the social setting, causing a global impoverishment of the community.

The promotion of entrepreneurship may be another option for overcoming the economic and social crisis, both generated by an apparent lack of democratic values. As outlined below, entrepreneurship, in its economic and social versions share many common elements. However, we wish to emphasize that the fundamental difference between these two types of entrepreneurship lies in the objective or approach that motivates it, the basic objective of social entrepreneurship being the development and improvement of society. Thus, our work focuses on the social aspect of entrepreneurship and, more specifically, on the creation and validation of a measuring instrument to value this, generated from the implementation of service-learning methodology (hereinafter SL) in the context of university teaching. In this regard, we believe that the educational world is a good nursery from where to begin developing social entrepreneurship in society. Teaching innovation through

the use of active and experiential methodologies proposes a substantial change in traditional roles within the teaching/learning process that encourages student protagonism in ways that give the opportunity of developing personal competencies as well as basic ones. Linked to this proposal, the methodology of SL should be highlighted, because it has a dual purpose (Gil, 2012): the intended learning of academic content while giving a service to society that is lent to attend to a real unmet need. According to this conception, SL generates a serie of situations in teaching/learning where values come into play and pro-social attitudes coincide with the features that a social entrepreneur should have. This is where the bridge connecting education with social entrepreneurship, from promoting participation, involvement and commitment of students and their local community, as rightly defended by Cieza (2010). This reasoning, conveniently expanded in later sections, is what justifies the choice of the sample of this research for the validation of the questionnaire about social entrepreneurship.

1. Justification

Interest in entrepreneurship is not a new issue. Orrego (2009) has noted that it is becoming apparent in public, private and social institutions in both academic and business over the past two decades. Nevertheless, Europe is one of the least entre-

preneurial regions of the world. In Spain, only 7.3% of the population between 18 and 65 years of age participate in creating new business activities (De la Vega, Corduras, Fair & González, 2006). In addition, the same publication states that the percentage of young entrepreneurs under 25 years does not exceed 10%. This indicates that there is a direction in which to head that is full of possibilities, where the field of education can acquire an important role, provided it does not direct training efforts solely at the economic dimension of the term. Rather, we are of the opinion that enhancing the social aspects of entrepreneurship falls properly in line with the philosophy behind the educational legislation.

According to the Royal Spanish Academy (2012), entrepreneurship means *“to undertake and start some work, a business, or an endeavor, especially if it contains difficulty or danger.”* For Lanzas, A., Lanzas, V. and Brown (2006) entrepreneurship refers to the ability to generate ideas, identify opportunities and define the appropriate settings to turn them into reality, with there being a direct relationship with the ability to adapt to different work teams, besides being able to generate new teams and lead them. As additional features, Aliaga and Schalk (2010) and González and Zúñiga (2011) have added autonomy and the capacities of decision-making and the organization of resources. Likewise, entrepreneurship is related to the ability to analyze exogenous factors (economic, social, environmental and political) and the endogenous (the ability to have people available as well as physical and financial resources) according to Valls, Villa, Martínez and Hernando (2009). This conceptual approach shows us that being an entrepreneur is a multifaceted quality, which involves the integration of many personal capacities. These features would be common to both versions of the entrepreneurship shown, the economic and social. In our work we focus on social entrepreneurship and the possibilities that the educational field offers for its development. It is for this reason that a deeper analysis of its characteristics was moved on to.

As was noted by Enciso (2010), social entrepreneurship initiatives refer to those of the individuals who want to move projects forward that are non for profit and promote solidarity. Thus, unlike other forms of entrepreneurship that focus primarily on creating financial value, social entrepreneurship aims to create a social value intended to cover an existing social need (Auerswald, 2009), which is oriented towards social transformation (Valls, Villa, Martínez & Hernando, 2009). It must be emphasized that this social entrepreneurship is not concerned with charitable activities, because although the primary objective is non profitable, it

can be equally beneficial in other terms. To better understand this position, it is fitting to refer to the matrix of social entrepreneurship described by Masetti (2008), in which social entrepreneurship is placed on an intermediate point between the social mission, nonprofit activities, profitability and the financial markets.

According to Zahra, Filatotchev and Wright (2009), social entrepreneurship encompasses the activities and processes that are carried out with the aim of discovering, defining and exploiting opportunity in order to increase social wealth, create new businesses or manage existing organizations in an innovative way. The social enterprise, the main form of organization of this entrepreneurship model, emerges throughout the course of the 21st century with the aim of solving social problems in a sustainably way (Palacios, 2010). Other authors also understand social entrepreneurship as a process of construction, evaluation and pursuit of opportunity for social change (Roberts & Woods, 2005).

The reviewed literature shows that social entrepreneurship is a source of new opportunities in short term (Short, Moss & Lumpkin, 2009) for both economic and social progress, from the conception that its development leads to significant changes in social life, the political sphere as well as in the economic context (Alvord, Brown & Letts, 2004). The revitalization of this social capital can lead to the construction of a different societal model by proposing an alternative economic growth based on very different foundations than the conventional. In this sense, there are examples of success that can guide future action (Spear, 2006). Elaborating on this, it can be said that its extension is still an open question, in the same way that research on social entrepreneurship (Hoogendoorn, Pennings & Thurik, 2010).

In order to systematize this research and to develop the appropriate tools that measure the social entrepreneurship, which is the objective of this research, it is necessary to analyze the behaviors, values, attitudes and ultimate traits that appear in the subjects on which the work has been carried out along these lines. Several authors determine that there is a relationship between entrepreneurial personality traits and entrepreneurial behavior (Chell, Haworth, & Brearley, 1991; Rauch & Frese, 2000), making their predictive validity evident (Collins, Hanges & Locke, 2004; Rauch & Frese 2007; Stewart & Roth, 2001 & 2004; Zhao & Seibert, 2006). These circumstances propel the deeper drive into the features of the social entrepreneur so that an appropriate instrument that detects and scores social entrepreneurship might be drawn up accordingly.

The Ministries of Education and Science and Industry, Trade and Tourism (2003) describe the nine essential values of entrepreneurship. These are divided into the personal, among which are creativity, autonomy, self-confidence, tenacity, sense of responsibility and ability to take risks; and the social, where leadership, team spirit and solidarity are located. De Pablo, Santos and Bueno (2004) complete this conceptualization by revising the associated entrepreneurial personality traits to present a total of 43. These include: need and / or recognition of achievement, accepting moderate risks, creativity / imagination / innovation, leadership, being opportunity-oriented, ability to achieve resources, taking the initiative / facing new challenges, self-confidence / internal control, perseverance / total commitment, versatility / flexibility, specific goal orientation, planning, systematic monitoring, networking, personal responsibility, planning with timelines and need for approval. It can be verified that, despite defining the entrepreneurial personality generally, this always appears linked to the more social version of these concept features. That is to say, the definitions of entrepreneurial personality already include (although in a minor fashion) parts of the social characteristics.

Delving deeper into this subject brings us specifically closer to the social entrepreneurial personality. For Weerawardena and Sullivan (2006) there are seven dimensions that define it: interaction with the environment, innovation, pro-social behavior, risk management, sustainability, social mission and search and recognition of opportunities. In a similar way, Bacq and Janssen (2011), Choi and Majumdar (2014) and Haugh (2005) consider that the creation of social value, social innovation, social entrepreneurial organization, market orientation and the ability to find innovative solutions to social problems in their community are its main features.

Given all the qualities described by these different authors, it followed to synthesize these 19 characteristic features that, firstly, define the social entrepreneur and should therefore become part of the tool to be created: confidence, responsibility, leadership, organization, goal-oriented motivation, the ability to take risks, forming part of social networks that have access to information and knowledge, tolerance, cooperation and giving help, consistency and commitment, social awareness, coexistence and respect for the public good, creativity, initiative, the ability to identify opportunities, the ability to generate ideas, capacity for change, the ability to learn and evolve, and the tolerance of failure.

Once these characteristic aspects were defined, a review of the literature of questionnaires that measured these was carried out. Among the questionnaires found, the following ones were high-

lighted: questionnaire to measure the entrepreneurship capacity (Kafati, 2012), Test of the entrepreneurial profile (European Centre for Innovative Enterprises, 2012), Entrepreneurial inclinations of prospective teachers (Akhtar, Keith & Riaz, 2008) and Entrepreneur attitude orientation (Huefner, Hunt & Robinson, 1996). Finally, to highlight the importance of the social component of entrepreneurship, we took into consideration the AECS test: strategies and social cognitive attitudes (Moraleta, Gonzalez & Garcia-Gallo, 2004) from the section dedicated to pro-social behavior, and the questionnaire on attitudes towards social responsibility (Alonso, 2004). Among all these tests, we selected those items that referred to one of the 19 characteristics of social entrepreneurship described above to give form to the initial questionnaire that would carry out the validation process.

The choice of the field of education for validation is not accidental. The competency approach is the dominant line in current educational legislation, proposing a methodological change in teaching/learning. This aims to increase the knowledge about knowing how to do and how to be. This change means opting for the use of active and experiential methodologies wherein students put into play abilities that achieve competence, many of which are characterized by the acquisition of values and attitudes necessary for life. These precepts are perfectly met by SL which, with its strong social component, is an appropriate methodology for development (Langstraat & Bowdon, 2011; Manes, Hatt & Wideman, 2013). This is the common point between the acquisition of attitudes and values through teaching/learning by the SL and the improvement of those aspects that are part of the process of social entrepreneurship.

2. Objectives

In regard to the growing interest in social entrepreneurship and the potential benefits that its influence can bring to the educational area, the specific objective of this work is to design and validate an instrument to measure social entrepreneurship on a group of university students from the Pre-service Teacher in the Early Childhood Education Degree in the Jaume I University of Castellón, participating in SL programs in the field of Physical Education.

3. Methodology

To carry out the design and validation process of the instrument to measure the social entrepreneurship competency, two evaluation actions se-

quenced in two phases were performed. A logical review selected the pilot questionnaire items, and an empirical review discussed the implementation of the questionnaire to thus refine and consolidate the final questionnaire.

Phase I: Logical review. This phase was conducted in March 2013.

Design: the questionnaire underwent construct validation by experts judgement (Escobar-Pérez & Cuervo-Martínez, 2008; González Sánchez & Jornet, 2011), where they rated the quality, relevance, comprehension and dimension that should be associated with each item.

Instrument: the evaluation form used for consultation by the judges consisted of a first part that included the dimensions and aspects to be evaluated and the evaluation criteria (table 1); and the second part, which included the initial questionnaire, consisted of 96 items which were divided into 19 dimensions (annex 1).

Participants: to properly evaluate the initial questionnaire for the team of experts, we took into account what was wanted to be measured and where that was to be applied, as Escobar-Pérez y Cuervo-Martínez (2008) suggest. Because of the questionnaire was designed to measure the profile of the social entrepreneur, the first group consisted of three members, an expert in social entrepreneurship, with several publications and activities in this regard, a member of various social associations accustomed with humane dealings and solidarity, and a member of a training team responsible for inclusion and social participation delivery. As for the second group, given that the application of the questionnaire was to take place in a university educational environment, it was formed by three academics with experience in SL, teacher training, innovation in teaching and social entrepreneurship.

Phase II: Empirical review. This phase was conducted in June 2013.

Design: In this second phase we used a descriptor type design with the aim of corroborating the function of the items and the pilot questionnaire to measure the social entrepreneurship competency.

Instrument: the pilot questionnaire was made up of 30 items that were distributed between 17 dimensions (annex 2). A 5 point scale was used that varied from “strongly disagree” to “strongly agree”.

Table 1: Criteria for the evaluation of items

| | |
|------------------------------|---|
| Quality | Do you consider the formulated item to be of quality?: 1. Very 2. Partly 3. Not much |
| Relevance | Does the item measure a relevant aspect of the concept of social entrepreneurship? 1. Very relevant 2. Relevant 3. Not at all relevant |
| Understandability | 1. Easy to understand 2. Average understandability 3. Difficult to understand |
| Associated dimensions | Please show the number of the section in which you think the item is referenced to: Category 1. Aspects of personal character (37 items): 1. Leadership 2. Goal orientated motivation 3. Risk-taking capacity 4. Confidence 5. Organisation 6. Responsibility 7. Forming part of social networks with access to knowledge and information (contacts) Category 2. Aspects of social character (26 items): 1. Tolerance 2. Cooperation/ giving help 3. Consistency/commitment 4. Social awareness 5. Coexistence/ Respect for the public good Category 3. Aspects of innovative character (33 items): 1. Creativity 2. Identifying opportunity (problems) Initiative 3. Ability to generate ideas 4. Ability to change 5. Ability to learn and evolve 6. Tolerance to failure |

Participants: to adequately assess the sample it should be taken into account, as has already been mentioned, the creation of this questionnaire is the first step in an investigation that aims to study the effects of service-learning on university students in terms of social entrepreneurship while carrying out activities in the field of Physical Education.

Therefore, the sample was to be composed of university students who had taken part in SL programs in the field of Physical Education, which is why this phase was performed three months after the previous one. Given these assumptions, the sample consisted of a group of 188 subjects (university students) studying the Pre-service Teacher in the Early Childhood Education Degree, who had participated in SL programs related to Physical Education in their years of training. Therefore sampling was random and accidental.

4. Results

Results of the logical review

The following results are those of the data analysis provided by the expert team, using the program *SPSS Statistics 20*, in regard to the evaluation of the pilot questionnaire items. As already indicated, the valued aspects were quality, relevance and understanding; the aspect by which each item should be associated is rated differently due to this being nominal data.

To measure the level of agreement among the judges, the Kendall Coefficient of Concordance was used (W), because this coefficient shows the agreement or rather, the correlation between the judges on the criterion consulted, regarding the entire ratings of all the instrument items. Following that, the results obtained in the categories of quality, relevance and comprehension are presented together and by groups of judges, see Table 2

The results of the Kendall Coefficient of Concordance (W) for quality assessment determine that there should be agreement among judges and that this should be weak albeit significant in all cases. Regarding the evaluation of the relevant data, this indicates that there is agreement among the judges, which is significant in every case, weak as a whole in the groups of all the judges and the association judges, and moderate in the group of university judges. In respect to understanding, the Kendall Coefficient of Concordance shows that there is agreement among judges, again significant in all cases, weak in the set of all judges and the judges from associations, and moderate in the group of university judges. As is also seen in table 2, the groups together are more concordant than taken separately. This can be attributed to the same duality that gives meaning to the formation of these two groups, i.e. trying to combine training and experience in this area. This situation could open new issues for discussion as it is postulated by Summers, Williamson and Read (2004).

After analyzing the data provided by the judgment of the experts, the means for filtering the most

Table 2: Kendall Coefficients of Concordance (W) for the evaluation of the quality, relevance and understanding of the groups of judges

| Criteria | All judges Kendall's W | University Judges Kendall's W | Judges from associations Kendall's W |
|---------------|------------------------|-------------------------------|--------------------------------------|
| Quality | ,233 | ,391 | ,376 |
| Relevance | ,313 | ,446 | ,444 |
| Understanding | ,219 | ,408 | ,336 |

appropriate items based on three criteria were established. The first criterion required that the average results should be less than or equal to 1.5 discarding all items with a higher mean (this is because the scale prioritized 1 as the most important and 3 as the least important) which would ensure that the selected items would have a high score in the first three assessed criteria. The second criterion referred to the variation coefficient, discarding all those items with upper registers beyond to 37% (with this criterion it is considered that from 35% onwards distribution is heterogeneous), therefore ensuring homogeneously distributed selected items. Lastly, the criteria used to filter the items with regard to the associated dimension would appear as the mode. In this way, those items that did not have at least 50% agreement between the associated dimensions to which they referred were discarded, by which it is meant that for an item to be selected, at least three of the six judges had to associate it with the same dimension

After the described filtering took place, the initial questionnaire of 96 items representing the 19 characteristics of social entrepreneurship, divided into three broad categories, became a pilot questionnaire with only 30 items. Despite the significant reduction of items, only 2 characteristic features were discarded out of all those initially considered, as none of the items that referred to these features passed the selection criteria mentioned before. The first discarded characteristic was organization, belonging to the category of personal aspects, while the second was tolerance, belonging to the category of social aspects. It is also worth pointing out that the distribution of the 30 items selected was very balanced.

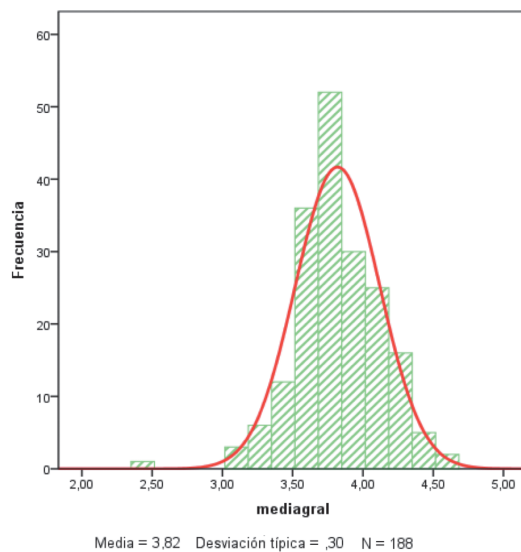
Results of the empirical review

Once the pilot questionnaire was completed, it was submitted to an empirical test in order to observe

the behavior of the items and the questionnaire in general.

As far as the descriptive data that was obtained that can be seen in table 3, it must be stressed that the lowest register is an average 2.63 points (item 2) and the highest 4.64 points (item 16), obtaining a mean total for the entire population of 3.82 points, as seen in figure 1, where a graph showing the distribution of subjects is presented according to the degree of competency reached. These data show the high scores obtained on making the questionnaire available.

Graph 1: Histogram after passing the pilot test



Subsequently, an overview of the scale using Cronbach's alpha to observe the reliability of the test was performed; and the result was 0.809, suggesting the internal strength of the questionnaire. The same test was also used with each of the items. It was noted that the Alpha scale generally did not significantly improve if an item was removed. Thus, it can be seen that all items are important to assess the competence of social entrepreneurship and the questionnaire developed allows the measurement of the aforesaid competency, see table 4.

A factorial analysis was set in motion too. This analysis shed light on the internal structure of the questionnaire identifying the categories in which the items were grouped. The studies that were previously carried out on empirical data confirm that this analysis is possible as the basic premises for its implementation are met. The results of former studies are discussed below. For the KMO (Kaiser-Meyer-Olkin) measurement of sampling adequacy, it is 0.754, a figure that is considered positive as long as the value range falls between 0 and 1, and the score registered on the Bartlett's test of

Table 3: Statistics of the elements

| Item | Mean | Standard deviation |
|------|------|--------------------|
| i1 | 3.40 | .917 |
| i2 | 2.63 | .986 |
| i3 | 4.18 | .708 |
| i4 | 4.22 | .606 |
| i5 | 4.16 | .760 |
| i6 | 3.55 | .741 |
| i7 | 3.66 | .679 |
| i8 | 3.93 | .697 |
| i9 | 3.87 | .666 |
| i10 | 4.27 | .634 |
| i11 | 4.12 | .768 |
| i12 | 3.87 | .986 |
| i13 | 3.22 | .896 |
| i14 | 3.73 | .881 |
| i15 | 4.35 | .656 |
| i16 | 4.64 | .572 |
| i17 | 4.32 | .626 |
| i18 | 4.59 | .610 |
| i19 | 3.69 | .740 |
| i20 | 3.62 | .663 |
| i21 | 3.72 | .603 |
| i22 | 3.06 | 1.058 |
| i23 | 2.77 | 1.177 |
| i24 | 3.96 | .636 |
| i25 | 3.87 | .752 |
| i26 | 3.52 | .705 |
| i27 | 3.50 | .742 |
| i28 | 3.77 | .905 |
| i29 | 4.19 | .581 |
| i30 | 4.19 | .590 |

sphericity is $p = 0.000$, which is to say that there are significant enough correlations between the variables to perform a factor analysis.

Factor analysis was performed using the method of principal component analysis with Oblimin rotation factor with Kaiser normalization, since this is an exploratory function. In table 5, we can observe the saturation of each item in each category.

Table 4: Total statistics- elements

| Items | Mean on the scale if the element is deleted | Variance on the scale if the element is deleted | Correlation total corrected- element | Cronbach 's alpha if the element is deleted |
|-------|---|---|--------------------------------------|---|
| i1 | 111.17 | 74.859 | .330 | .803 |
| i2 | 111.95 | 75.462 | .262 | .807 |
| i3 | 110.39 | 75.128 | .432 | .799 |
| i4 | 110.35 | 76.625 | .371 | .802 |
| i5 | 110.41 | 76.863 | .262 | .806 |
| i6 | 111.03 | 75.791 | .356 | .802 |
| i7 | 110.91 | 74.838 | .479 | .798 |
| i8 | 110.65 | 75.266 | .428 | .800 |
| i9 | 110.70 | 74.905 | .484 | .798 |
| i10 | 110.30 | 75.421 | .464 | .799 |
| i11 | 110.45 | 75.789 | .341 | .803 |
| i12 | 110.71 | 77.096 | .165 | .812 |
| i13 | 111.36 | 76.295 | .245 | .807 |
| i14 | 110.85 | 76.024 | .269 | .806 |
| i15 | 110.23 | 75.193 | .466 | .799 |
| i16 | 109.93 | 77.840 | .274 | .805 |
| i17 | 110.25 | 75.718 | .443 | .800 |
| i18 | 109.99 | 76.888 | .343 | .803 |
| i19 | 110.89 | 75.287 | .397 | .801 |
| i20 | 110.95 | 76.313 | .361 | .802 |
| i21 | 110.86 | 76.124 | .422 | .801 |
| i22 | 111.51 | 78.347 | .078 | .817 |
| i23 | 111.80 | 80.277 | -.035 | .826 |
| i24 | 110.62 | 76.804 | .334 | .803 |
| i25 | 110.71 | 75.213 | .395 | .801 |
| i26 | 111.05 | 76.254 | .340 | .803 |
| i27 | 111.07 | 75.438 | .383 | .801 |
| i28 | 110.80 | 75.175 | .315 | .804 |
| i29 | 110.38 | 76.548 | .398 | .802 |
| i30 | 110.38 | 75.906 | .455 | .800 |

Table 5: Factor analysis of the pilot test results

| Item | Component | | |
|------|-----------|-------|-------|
| | 1 | 2 | 3 |
| i1 | ,426 | ,079 | -,064 |
| i2 | ,259 | ,159 | -,186 |
| i3 | ,334 | -,132 | -,720 |
| i4 | ,245 | -,034 | -,635 |
| i5 | ,247 | -,167 | -,363 |
| i6 | ,224 | ,009 | -,587 |
| i7 | ,212 | ,257 | -,714 |
| i8 | ,183 | ,200 | -,704 |
| i9 | ,194 | ,287 | -,746 |
| i10 | ,560 | ,017 | -,426 |
| i11 | ,496 | -,083 | -,232 |
| i12 | ,291 | ,221 | ,134 |
| i13 | ,215 | ,341 | -,046 |
| i14 | ,298 | ,019 | -,160 |
| i15 | ,653 | -,081 | -,252 |
| i16 | ,568 | -,358 | -,147 |
| i17 | ,578 | ,000 | -,365 |
| i18 | ,638 | -,179 | -,167 |
| i19 | ,524 | ,262 | -,215 |
| i20 | ,443 | ,548 | ,099 |
| i21 | ,379 | ,537 | -,206 |
| i22 | -,091 | ,508 | ,066 |
| i23 | -,140 | ,270 | ,130 |
| i24 | ,563 | ,068 | -,058 |
| i25 | ,519 | ,127 | -,182 |
| i26 | ,164 | ,559 | -,307 |
| i27 | ,178 | ,631 | -,321 |
| i28 | ,165 | ,443 | -,347 |
| i29 | ,560 | ,189 | -,201 |
| i30 | ,534 | ,213 | -,258 |

Regarding the extraction of common factors, items are grouped into three broad categories, which is consistent with our initial theoretical approach. As shown in table 6, the group explains 34.9% of the accumulated variance. However, the three categories in which the items are grouped do not fully coincide with those raised at first. The new category 1 presents a mixture of the initial 1 and 2 categories, the current category 2 is very similar to the previous category 3 and, finally, the new category 3 contains three features that were initially placed in category 1. Given these clusters and the characteristics represented in each of them, we consider it appropriate to rename categories as follows: category 1- personal and social features of social entrepreneurship; category 2- innovative features of social entrepreneurship; and category 3- features of the social entrepreneur for getting things done/execution. This new classification does not differ greatly from what was initially proposed, from which it can be considered that the differences are purely terminological or due to issues with the interpretation of the analyzed characteristics. Following this, table 7 shows where the new organization of the items is placed and therefore, the 17 definitive characteristics we suggest should be those that define the social entrepreneur.

Table 6: Common factor extraction after passing the pilot test, total variance explained.

| Component | Initial self-values | | | Sum of the saturation to the square of the extraction | | | Sum of the saturation to the square of the rotation |
|-----------|---------------------|------------|--------------|---|------------|--------------|---|
| | Total | % variance | % cumulative | Total | % variance | % cumulative | Total |
| 1 | 5,820 | 19,401 | 19,401 | 5,820 | 19,401 | 19,401 | 4,829 |
| 2 | 2,545 | 8,485 | 27,886 | 2,545 | 8,485 | 27,886 | 2,604 |
| 3 | 2,114 | 7,045 | 34,931 | 2,114 | 7,045 | 34,931 | 4,108 |
| 4 | 1,836 | 6,119 | 41,050 | | | | |
| 5 | 1,621 | 5,404 | 46,455 | | | | |
| 6 | 1,491 | 4,969 | 51,424 | | | | |
| 7 | 1,337 | 4,456 | 55,879 | | | | |
| 8 | 1,207 | 4,023 | 59,902 | | | | |
| 9 | 1,089 | 3,632 | 63,534 | | | | |
| 10 | ,961 | 3,204 | 66,738 | | | | |
| 11 | ,946 | 3,153 | 69,891 | | | | |
| 12 | ,873 | 2,910 | 72,801 | | | | |
| 13 | ,762 | 2,541 | 75,343 | | | | |
| 14 | ,741 | 2,471 | 77,814 | | | | |
| 15 | ,662 | 2,208 | 80,022 | | | | |
| 16 | ,652 | 2,174 | 82,196 | | | | |
| 17 | ,544 | 1,815 | 84,010 | | | | |
| 18 | ,527 | 1,758 | 85,768 | | | | |
| 19 | ,490 | 1,632 | 87,401 | | | | |
| 20 | ,473 | 1,577 | 88,977 | | | | |
| 21 | ,453 | 1,509 | 90,487 | | | | |
| 22 | ,440 | 1,467 | 91,954 | | | | |
| 23 | ,388 | 1,293 | 93,247 | | | | |
| 24 | ,367 | 1,224 | 94,470 | | | | |
| 25 | ,335 | 1,118 | 95,588 | | | | |
| 26 | ,307 | 1,024 | 96,613 | | | | |
| 27 | ,298 | ,992 | 97,605 | | | | |
| 28 | ,254 | ,846 | 98,451 | | | | |
| 29 | ,240 | ,802 | 99,253 | | | | |
| 30 | ,224 | ,747 | 100,000 | | | | |

Table 7: Organization of questionnaire items and the characteristic features that define the social entrepreneur in terms of the statistical results

| Category name | Items included in the category and characteristic features they make reference to |
|---|---|
| Category 1 Personal and social features of the social entrepreneur. | 1 & 2 (leadership). 10 & 11 (responsibility). 12 (forming part of social networks with access to knowledge and information (contacts)). 14 & 16 (social awareness). 15 (cooperation and help-giving). 17 (consistency and commitment). 18 (coexistence and respect for the public good). 19 (creativity). 24 & 25 (ability to generate ideas). 29 (ability to learn and evolve). 30 (tolerance of failure). |
| Category 2 Innovative features of the social entrepreneur. | 13 (forming part of social networks with access to knowledge and information). 20 (creativity). 21 (ability to identify opportunity). 22 & 23 (initiative). 26 & 27 (ability to change). 28 (ability to learn and evolve). |
| Category 3 Executive features of the social entrepreneur (getting things done). | 3 & 9 (goal orientated). 4, 5 & 6 (ability to take on risks). 7 & 8 (confidence). |

5. Discussion and conclusions

After reviewing the literature on entrepreneurship and more specifically, on social entrepreneurship, we believe that the questionnaire created has sufficient theoretical soundness to be used as a measure tool. Significantly final constitution includes all the features of the social entrepreneur defined by Bacq and Janssen (2011), Choi and Majumdar (2014), Weerawardena and Sullivan (2006) and Haugh (2005), demonstrating the proper amplitude of the tool to detect this type of personality.

Furthermore, the demanding filtering undertaken with the opinion of the experts ensured a questionnaire of high quality, relevance and understanding, which was supported by checking the Kendall concordance coefficient data (W) that was significant in all cases. Likewise, despite the requirement of the selection criteria and the significant removal of items, only 2 of the 19 dismissed any initial social entrepreneur defining characteristics. Once more, this highlights the correct theoretical foundation of the questionnaire, as well as the appropriate selection of the characteristics that define social entrepreneurship, which therefore lead to the conclusion they have positive construct validity.

Similarly, the excellent results obtained in the reliability test, highlighting by the 0.809 in terms of Cronbach's alpha, only serve to reinforce the evaluation of the questionnaire, demonstrating its reliability, something that can also be said to be reflected in the pilot test data.

Lastly, and in connection with the extraction of common factors, statistical analysis shows that the selected items become grouped to form three large dimensions. Although this grouping is not completely consistent with the initial approach, we are of the opinion that this is basically due to the question of terminology and the interpretation of the selected characteristic features and are issues that thereby do not alter the value of the selection.

Due to all this, it is considered that the questionnaire created is a valid tool for assessing social entrepreneurship in implementing SL programs with university students in the field of Physical Education, fulfilling our initial goal. However, considering the data obtained and the theoretical foundation of it, we believe it may also be useful for measuring social entrepreneurship in different social environments, with other collectives and other educational activities.

Anexo 1: Cuestionario para juicio de expertos

El material que a continuación presentamos es una recopilación de ítems de diferentes cuestionarios para valorar el *emprendimiento social* de los encuestados. Teniendo en cuenta los diferentes aspectos que determinan el concepto de *emprendimiento social* que hemos desarrollado, este material se dividirá en 3 grandes categorías con sus respectivas secciones:

CATEGORÍA 1- Aspectos de carácter personal (37 ítems): Liderazgo, motivación al logro, capaz de asumir riesgos, confianza, organización, responsabilidad,

e integrado en redes sociales con acceso a información y conocimiento (contactos)

CATEGORÍA 2- Aspectos de carácter social (26 ítems): Tolerancia, cooperación/ayuda, coherencia/compromiso, conciencia social, y convivencia/respeto bien público.

CATEGORÍA 3- Aspectos de carácter innovador (33 ítems): Creatividad, identificar oportunidades (problemas), iniciativa, capaz de generar ideas, capacidad de cambio, capacidad para aprender y evolucionar, y tolerancia al fracaso.

TOTAL: 96 ítems

TABLA DE CRITERIOS PARA LA VALORACIÓN DE LOS ÍTEMS

| | |
|-----------------------|--|
| 1. CALIDAD DEL ÍTEM | La formulación del ítem está: ¿Libre de material irrelevante?: 1. Mucha 2. Regular 3. Poca |
| 2. RELEVANCIA | ¿El ítem mide un aspecto relevante sobre el concepto de emprendimiento social? 1. Muy relevante 2. Relevante 3. Nada relevante |
| 3. COMPRENSIÓN | 1. De fácil comprensión 2. De comprensión media 3. De difícil comprensión |
| 4. DIMENSIÓN ASOCIADA | Debe indicar el número de la sección a la que considera que hace referencia el ítem: CATEGORÍA 1. Aspectos de carácter personal (37 ítems): 1. Liderazgo 2. Motivación al logro 3. Capaz de asumir riesgos 4. Confianza 5. Organización 6. Responsabilidad 7. Integrado en redes sociales con acceso a información y conocimiento (contactos) CATEGORÍA 2. Aspectos de carácter social (26 ítems): 1. Tolerancia 2. Cooperación/ayuda 3. Coherencia/compromiso 4. Conciencia social 5. Convivencia/Respeto bien público CATEGORÍA 3. Aspectos de carácter innovador (33 ítems): 1. Creatividad 2. Identificar oportunidades (problemas) 3. Iniciativa 4. Capaz de generar ideas 5. Capacidad de cambio 6. Capacidad para aprender y evolucionar 7. Tolerancia al fracaso |

| CATEGORÍA 1- Aspectos de carácter personal (37 ítems) | | | | | |
|---|--|------------------|------------|-------------|--------------------|
| | | Calidad del ítem | Relevancia | Comprensión | Dimensión asociada |
| 1 | Me gusta tomar la iniciativa y que los/as demás sigan mis pasos. | | | | |
| 2 | Mi capacidad de influir sobre los/as demás es baja. | | | | |
| 3 | Me gusta trabajar con un equipo de personas a las que coordinar. | | | | |
| 4 | Cuando se trabaja en grupo, prefiero ser el/la líder en lugar de un/a seguidor/a. | | | | |
| 5 | Suelo tomar el control en situaciones complicadas. | | | | |
| 6 | Soy una persona decidida y determinada para lograr mis objetivos. | | | | |
| 7 | Cuando hago planes, estoy seguro/a de que puedo lograr que funcionen. | | | | |
| 8 | Siempre he trabajado duro para estar entre los/as mejores. | | | | |
| 9 | Me siento bien cuando soy el/la responsable del éxito de mi propios proyectos. | | | | |
| 10 | Me siento bien aunque la calidad de mi trabajo sea baja. | | | | |
| 11 | Cuando me planteo los objetivos no me preocupan el tiempo ni los recursos invertidos. | | | | |
| 12 | Pienso que es necesario arriesgarme para progresar. | | | | |
| 13 | Creo que las personas que se arriesgan tienen más probabilidades de tener éxito que las que no lo hacen. | | | | |
| 14 | Me gusta apostar por una buena idea aunque no sea del todo segura. | | | | |
| 15 | Me gusta tomar riesgos calculados con las nuevas ideas. | | | | |
| 16 | Me veo capacitado/a para enfrentarme a cualquier situación. | | | | |
| 17 | Creo en mis posibilidades. | | | | |
| 18 | Soy reticente a solicitar ayuda. | | | | |
| 19 | Me considero autosuficiente para poder conseguir lo que me propongo. | | | | |
| 20 | Me cuesta decidirme porque no me siento preparado/a. | | | | |
| 21 | Cuándo inicio una tarea me fijo metas y objetivos claros. | | | | |
| 22 | Utilizo mis recursos de la forma más correcta posible para alcanzar los objetivos. | | | | |
| 23 | Me es difícil planificar mis recursos materiales y personales para obtener resultados. | | | | |
| 24 | Me pongo metas a mí mismo/a para dirigir mis actividades. | | | | |
| 25 | Para tener éxito creo que es importante utilizar el tiempo adecuadamente | | | | |
| 26 | Puedo trabajar hasta tarde para alcanzar una meta. | | | | |
| 27 | Cumplo con aquello que me he propuesto a mí mismo/a o a los demás. | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 28 | Normalmente hago las cosas como me dicen. | | | | |
| 29 | Asumo las consecuencias de lo que he dicho o hecho. | | | | |
| 30 | Hago cada trabajo tan a fondo como sea posible. | | | | |
| 31 | Me siento mejor en mi trabajo cuando sé que he seguido los procedimientos correctos. | | | | |
| 32 | Suelo recurrir al consejo de personas mayores y experimentadas. | | | | |
| 33 | Prefiero trabajar con más personas. | | | | |
| 34 | Tengo relaciones sociales que me permitirían iniciar proyectos. | | | | |
| 35 | Creo que para tener éxito es importante llevarse bien con las personas con las que nos relacionamos. | | | | |
| 36 | Suelo investigar e informarme sobre las cosas que me interesan. | | | | |
| 37 | Tengo acceso a información de apoyo para comenzar a emprender proyectos | | | | |

CATEGORÍA 2- Aspectos de carácter social (26 ítems)

| | | Calidad del ítem | Relevancia | Comprensión | Dimensión asociada |
|----|--|------------------|------------|-------------|--------------------|
| 38 | No me importa trabajar con personas de diferentes religiones. | | | | |
| 39 | Me gusta relacionarme con personas de diferentes razas. | | | | |
| 40 | No me importaría convivir con un anciano. | | | | |
| 41 | Solo converso con los/as compañeros/as de clase que me caen mal. | | | | |
| 42 | Me encantaría colaborar gratuitamente en una O.N.G. | | | | |
| 43 | Estoy de acuerdo en el pago de impuestos para financiar los servicios públicos. | | | | |
| 44 | Pienso que cuanto más dinero gana una persona más debe compartir con los demás. | | | | |
| 45 | Me gusta ayudar a mis amigos/as de clase. | | | | |
| 46 | Las personas que ayudan a los demás son un ejemplo que debo seguir. | | | | |
| 47 | No me importa dedicar tiempo a ayudar a los más desfavorecidos. | | | | |
| 48 | Estoy dispuesto/a a dedicar dos horas a la semana para dar clase de apoyo a niños/as que lo necesiten. | | | | |
| 49 | Acompañaría al cuarto de baño a un/a compañero/a de clase discapacitado. | | | | |
| 50 | Iré todas las semanas a casa de mis abuelos para hablar un rato con ellos. | | | | |
| 51 | Por lo general cumplo muy bien con mi parte en cualquier proyecto en el que estoy involucrado. | | | | |
| 52 | Me siento bien cuando hago que los proyectos en los que participo funcionen mejor. | | | | |
| 53 | Cumplir la palabra dada es fundamental para llevarse bien entre amigos/as. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 54 | Me importa que mis amigos/as no piensen como yo. | | | | |
| 55 | Admiro a los que dicen lo que piensan aunque los critiquen. | | | | |
| 56 | Creo que es importante ser capaz de reconocer los propios defectos. | | | | |
| 57 | Creo que es más importante respetar a las personas que conseguir los objetivos. | | | | |
| 58 | Los jóvenes de nuestra edad no podemos hacer nada para solucionar los problemas de carácter social. | | | | |
| 59 | Siempre sigo las reglas sociales establecidas en las relaciones con los demás. | | | | |
| 60 | Los problemas de convivencia se solucionan dialogando. | | | | |
| 61 | Aprecio mucho a las personas que son acogedoras. | | | | |
| 62 | Me caen bien los compañeros/as que respetan las plantas de los jardines. | | | | |
| 63 | Participaría en alguna campaña de limpieza en mi ciudad. | | | | |

CATEGORÍA 3- Aspectos de carácter innovador (33 ítems)

| | | Calidad del ítem | Relevancia | Comprensión | Dimensión asociada |
|----|--|------------------|------------|-------------|--------------------|
| 64 | Consigo hacer las cosas de manera imaginativa y diferente a como lo hacen otras personas. | | | | |
| 65 | Me resulta difícil encontrar múltiples soluciones a un mismo problema. | | | | |
| 66 | Me emociona crear mis propias oportunidades de crecimiento personal. | | | | |
| 67 | Creo que es importante buscar continuamente nuevas maneras de hacer las cosas. | | | | |
| 68 | Veó nuevas utilidades en objetos comunes. | | | | |
| 69 | Estoy tranquilo/a cuando me enfrento a dificultades. | | | | |
| 70 | Puedo crear oportunidades y aprovecharlas. | | | | |
| 71 | A menudo sacrifico mi comodidad personal con el fin de aprovechar las oportunidades. | | | | |
| 72 | Mi habilidad para tratar con la gente me ha permitido crear muchas de mis oportunidades. | | | | |
| 73 | He intervenido alguna vez en la puesta en marcha de proyectos tales como asociaciones. | | | | |
| 74 | He participado o participo en alguna actividad de carácter grupal. | | | | |
| 75 | Me es difícil llevar a la práctica los propósitos que me planteo a lo largo del año. | | | | |
| 76 | Aunque tenga interés por algo antes de hacerlo me gusta reflexionar sobre ello. | | | | |
| 77 | He considerado seriamente iniciar mi propio negocio después de graduarme. | | | | |
| 78 | Soy capaz de formular sugerencias para mejorar los proyectos en los que participo. | | | | |
| 79 | Habitualmente propongo soluciones alternativas cuando se está tratando de resolver algún problema. | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 80 | Estoy pensando siempre en nuevas ideas. | | | | |
| 81 | Doy mi opinión aunque no me hayan preguntado. | | | | |
| 82 | Busco herramientas y recursos para conseguir mejores resultados aunque nadie me lo haya pedido. | | | | |
| 83 | Disfruto encontrando buenas soluciones a los problemas que nadie ha resuelto todavía. | | | | |
| 84 | Rara vez me cuestiono el valor de los procedimientos establecidos. | | | | |
| 85 | Estoy dispuesto/a a asumir cambios temporalmente con tal de obtener posibles beneficios a largo plazo. | | | | |
| 86 | Me cuesta adaptarme a los cambios que se producen en mi entorno. | | | | |
| 87 | Cuando los planes se cambian imprevisto sin dificultad. | | | | |
| 88 | Soy bueno/a manejando situaciones imprevistas | | | | |
| 89 | Busco siempre el lado positivo en una situación mala. | | | | |
| 90 | Me esfuerzo en aprovechar mis errores integrándolos en un proceso de aprendizaje. | | | | |
| 91 | Analizo mis errores para aprender de ellos. | | | | |
| 92 | Prefiero meterme solo en aquellos asuntos en los que tengo experiencia y conocimientos. | | | | |
| 93 | Soy un/a buen/a perdedor/a. | | | | |
| 94 | Cuando sufro un duro revés en un proyecto soy capaz de recomponerme y volver a empezar. | | | | |
| 95 | Culpo a los demás cuando algo va mal. | | | | |
| 96 | Pienso que se pueden extraer oportunidades de los problemas o situaciones difíciles. | | | | |

OBSERVACIONES

Anexo 2: Cuestionario para medir el emprendimiento social desarrollado mediante programas de Aprendizaje-Servicio en Educación Física

| | | Muy en desacuerdo | En desacuerdo | Indeciso | De acuerdo | Muy de acuerdo |
|----|--|----------------------|------------------|----------|---------------|-------------------|
| 1 | Me gusta trabajar con un equipo de personas a las que coordinar. | 1 | 2 | 3 | 4 | 5 |
| 2 | Cuando se trabaja en grupo, prefiero ser el/la líder. | 1 | 2 | 3 | 4 | 5 |
| 3 | Soy una persona decidida a lograr mis objetivos. | 1 | 2 | 3 | 4 | 5 |
| 4 | Pienso que es necesario arriesgarme para progresar. | 1 | 2 | 3 | 4 | 5 |
| 5 | Creo que las personas que se arriesgan tienen más probabilidades de tener éxito que las que no lo hacen. | 1 | 2 | 3 | 4 | 5 |
| 6 | Me gusta tomar riesgos calculados con las nuevas ideas. | 1 | 2 | 3 | 4 | 5 |
| 7 | Me veo capacitado/a para enfrentarme a la mayoría de situaciones. | 1 | 2 | 3 | 4 | 5 |
| 8 | Creo en mis posibilidades. | 1 | 2 | 3 | 4 | 5 |
| 9 | Me considero autosuficiente para poder conseguir lo que me propongo. | 1 | 2 | 3 | 4 | 5 |
| 10 | Asumo las consecuencias de lo que he dicho o hecho. | 1 | 2 | 3 | 4 | 5 |
| 11 | Hago cada trabajo tan a fondo como sea posible. | 1 | 2 | 3 | 4 | 5 |
| 12 | Prefiero trabajar con más personas. | 1 | 2 | 3 | 4 | 5 |
| 13 | Tengo acceso a información de apoyo para comenzar a emprender proyectos. | 1 | 2 | 3 | 4 | 5 |
| 14 | Me encantaría colaborar gratuitamente en una O.N.G. | 1 | 2 | 3 | 4 | 5 |
| 15 | Me gusta ayudar a mis amigos de clase/trabajo. | 1 | 2 | 3 | 4 | 5 |
| 16 | Las personas que ayudan a los demás son un ejemplo a seguir. | 1 | 2 | 3 | 4 | 5 |
| 17 | Por lo general cumplo muy bien con mi parte en cualquier proyecto en el que estoy involucrado/a. | 1 | 2 | 3 | 4 | 5 |
| 18 | Los problemas de convivencia se solucionan dialogando. | 1 | 2 | 3 | 4 | 5 |
| 19 | Consigo hacer las cosas de manera imaginativa y diferente a como lo hacen otras personas. | 1 | 2 | 3 | 4 | 5 |
| 20 | Veo nuevas utilidades en objetos comunes. | 1 | 2 | 3 | 4 | 5 |
| 21 | Puedo crear oportunidades y aprovecharlas. | 1 | 2 | 3 | 4 | 5 |
| 22 | He intervenido alguna vez en la puesta en marcha de proyectos de grupo o asociaciones. | 1 | 2 | 3 | 4 | 5 |
| 23 | He considerado seriamente iniciar mi propio negocio después de graduarme. | 1 | 2 | 3 | 4 | 5 |
| 24 | Soy capaz de formular sugerencias para mejorar los proyectos en los que participo. | 1 | 2 | 3 | 4 | 5 |
| 25 | Disfruto encontrando buenas soluciones a los problemas que nadie ha resuelto todavía. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| 26 | Cuando los planes se cambian improviso sin dificultad. | 1 | 2 | 3 | 4 | 5 |
| 27 | Soy bueno/a manejando situaciones imprevistas | 1 | 2 | 3 | 4 | 5 |
| 28 | Busco siempre el lado positivo en una situación mala. | 1 | 2 | 3 | 4 | 5 |
| 29 | Analizo mis errores para aprender de ellos. | 1 | 2 | 3 | 4 | 5 |
| 30 | Pienso que se pueden extraer oportunidades de los problemas o situaciones difíciles. | 1 | 2 | 3 | 4 | 5 |

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