

## Entrepreneurship for Mothers Program: An Impact Study

Judy Ann O. Ferrater-Gimena,

<https://orcid.org/0000-0001-5352-8253> University of Cebu Cebu City, Philippines

Eddie E. Llamedo

<https://orcid.org/0000-0003-0398-1951> University of Cebu Department of Environment and Natural Resources Cebu City, Philippines

Ily E. Abella

<https://orcid.org/0000-0003-2651-4803> University of Cebu Cebu City, Philippines

Yolanda C. Sayson

<https://orcid.org/0000-0003-3716-1003> University of Cebu-Banilad Cebu City, Philippines

Joaquin S. Patiño

<https://orcid.org/0009-0008-8593-7332> University of Cebu Cebu City, Philippines

**ABSTRACT:-** The most effective community extension services are the ones that have long-term impact on the target beneficiary or community and its sustainability. This community extension program is one of the university's trifocal functions that will manifest the heart of the organization to be mindful of uplifting the life of the people in the community. This study intends to determine the impacts of the social enterprise program on the selected beneficiaries in the higher educational institution's adopted community.

This investigation utilized the case study method to determine the impact of the community extension program of the University of Cebu Graduate School on Peso Education and Resource Assistance (PERA), an entrepreneurship for mothers program. There were twenty-one beneficiaries of this social enterprise program in the adopted community of in Barangay Tinago, Cebu City. A focus group interview was undertaken among the selected 21 beneficiaries of the community extension program to explore the entrepreneurship program's contribution to recording, budgeting, inventory management, and social development. It also determines the challenges encountered in implementing the program, as mentioned above. Data were subjected to thematic analysis.

Results reveal that proper recording of the business out of the mother's involvement in the Peso Education and Resource Assistance (PERA) program as a social enterprise had provided them with knowledge on how to keep track and record the daily sales, stock purchases, expenses, payables, as well as receivables; knowledge of how to properly allocate the business's limited financial resources is a critical factor towards its future sustainability considering that the funds or the capitalization did not come from them, but the educational institution; prudence on the uses of the business' funds could be hard to practice in the ordinary course of business since most of the members find the detailed recording on the ins and outs of a business transaction as hassle and time-consuming. Moreover, they learn from the program on inventory management, primarily on recording the stock purchases regularly and undertaking a monthly inventory of all the assets the business accumulated. However, there were some instances in which some members used the supplies and equipment of the business for personal purposes. Further, the mothers felt comfort in speaking up in public or point of view about entrepreneurship or related decisions. But despite the burden of caring for the children and doing some household chores, they still have enough time for leisure activities such as watching television, community programs, planning cards, and others. Hence this investigation affords the empirical justification for the desired outcomes of the university's engagement in community extension programs that are deemed beneficial to the people with less opportunity to work and improve.

**KEYWORDS:-** Social entrepreneurship, community extension, impact study

## I. INTRODUCTION

Community projects strengthen students' educational experience by providing a unique opportunity to develop skills integral to teaching/learning (Misra & Ballard, 2003). It is a fact of life that the world has become more complex and advanced; people have become more interdependent than ever. Problems of a more intricate nature are continually arising, requiring greater social awareness and cooperation. Hence, as expected, it has become fashionable for business entities, including educational institutions, to talk about their social conscience. Because of a real awakening to their serious responsibility of promoting the common good or increasing pressures from a socially-oriented government, more executives in the Philippines actively search for an effective channel of exercising their social responsibility (Villegas, 1999).

A comprehensive picture of the conditions and a good understanding of the causes is indispensable to achieving strategic community goals. This picture of conditions can do many things: create openings for community buy-in; create opportunities for new alliances and connections with new partners; form successful strategies; ensure services meet the needs of the community; build credibility, provide a foundation for funding, guide board governance in sound decision making, guide staff training and educational planning, enhance capacity to respond to change, generate authentic input from stakeholders and indicate causes, and conditions (Moore, 2009).

Regardless of their sector, companies and nonprofits, their dimension or geographical location are increasingly asked to provide innovative solutions to manage complex social problems: from community development to social exclusion and poverty reduction (Margolis & Walsh, 2003). Entrepreneurship aiming at social benefits has become ubiquitous. Social entrepreneurship (SE) involves innovative approaches to address issues in education, environment, fair trade, health, and human rights and is widely regarded as an essential building block of countries' sustainable development (Mair & Noboa, 2006).

Social entrepreneurship also encompasses the corporate social responsibility of an organization or its community extension services. According to Zarate (2012), an organization should have corporate social responsibility, which means that the company or the organization is not only preoccupied with profits but also has long-term goals for the good of society. In doing so, the business should behave ethically and, at the same time, contribute to improving the economy and the quality of life of its employees. This action balances the satisfaction of its stakeholders and society's interests.

Tinago is one of the barangay in Cebu City, Philippines. Its population, as determined by the 2015 Census, was 6,743. This figure represented 0.73% of the total population of Cebu City (PhilAtlas, 2018). The barangay location is near the coastal area of Cebu City, where Pier 3 is situated. Most of the settlers in the reclaimed area facing the waterfront are squatters and belong to our community's poverty level. Because of this environment, Barangay Tinago was notorious for rampant criminalities, smuggling, and even prostitution. During the Martial Law era, the barangay was even tagged haven for harmful societal elements.

As part of the University of Cebu's community extension programs, the Graduate School undertook the Peso Education and Resource Assistance (PERA) to help the selected beneficiaries of this impoverished society. This project is a social entrepreneurship initiative for mothers residing in Barangay Tinago, Cebu City, the university's adopted community. Since the implementation of this project or program, there have been some observable challenges and desirable improvements in the chosen beneficiaries' standard of living. With the noble intention of helping and participating in the community, the proponents of this program intend to widen these projects' scope to include a more significant number of residents as beneficiaries. Beforehand, an impact assessment of the program, as mentioned above, has to be undertaken to identify the beneficiaries' learning while managing their small business and assess the impact on their personal and social development.

## II. LITERATURE REVIEW

### 2.1 Attribution Model and Prosocial Behavior

The attribution model of helping conduct recommends that convictions of the helping conduct propose that confidence in the helping target's duty regarding the requirement for help bring out full of feeling that sparks such sentiments of pity, compassion, or outrage. The emotional inspiration prompts helping or not helping the objective. The current hypothesis is an upgrade of this hypothesis by consolidating other individual and situational factors (Moran, 2006).

The basic proposition from an attribution perspective states that a person's causal attribution for another person's need in a given situation influences helping. The most advanced studies in this area suggest that affective reactions partially mediate the influence of attribution processes on helping behavior. Weiner's (1980) attribution model of helping conduct proposes that someone else's need in a given circumstance evokes a scan for causes concerning "why" there is a need. The causal attributions an individual makes offer ascent full of feeling responses, which, thus, impact conduct. Albeit an individual may straightforwardly influence behavior autonomous of the maximum of feeling responses, an essential impact of attributions is believed to be through an insight (attribution) - feeling arrangement (Betancourt, 1990).

Prosocial conduct or goal to profit others (Eisenberg et al., 2007), for example, helping, sharing, giving, co-working, and volunteering (Brief & Motowidlo, 1986). Complying with the tenets and adjusting to socially acknowledged practices (for example, halting at a "stop" sign or paying for essential supplies) are likewise viewed as prosocial practices (Baumeister & Bushman, 2007). These activities might be inspired by sympathy and by worry about the welfare and privileges of others (Sanstock, 2007), just as for self-absorbed or practical concerns, for example, one's societal position or notoriety, trust in immediate or roundabout correspondence, or adherence to one's apparent arrangement of reasonableness (Eisenberg). It might likewise be spurred by selflessness; however, unadulterated philanthropy is reasonably questioned, and some have contended that this falls into the philosophical instead of the cognitive domain of discussion (Sloan Wilson, 2007). Proof proposes that star sociality is integral to social gatherings' prosperity over various scales, including schools. Prosocial conduct in the classroom can significantly affect an understudy's inspiration for learning and commitment to the school and a vast network (Helliwell & Putnam, 2004; Straubhaar et al., 2009). Sympathy is a reliable thought process in inspiring prosocial conduct and has profound transformative roots (Silk & House, 2011; Decety, 2011).

Prosocial conduct cultivates positive attributes that are gainful for youngsters and society. Transformative clinicians use hypotheses, for example, the family determination hypothesis and comprehensive wellness, to clarify why prosocial conduct inclinations are passed down generationally, as indicated by the developmental fitness shown by individuals occupied with prosocial acts (Barrett, 2002). Empowering prosocial conduct may require diminishing or dispensing unwanted social practices (Straubhaar et al., 2009). However, "prosocial conduct" is regularly connected with creating alluring qualities in kids (Eisenberg & Mussen, 1989; US Dept. of Health and Human Services, 2011).

There are different methodologies for investigating prosocial conduct in connection to compassion. The one of enthusiasm here is that created by Batson and their teammates. Their study of helping grasps two fundamental thoughts: first, taking someone else's perspective (unequivocal set) will build helping; second, those purported persistent feelings intervene aiding. An insistent view is imagined as an observational set portrayed by worry about someone else's circumstances. Prompted compassion is then characterized as the aftereffect of receiving such an observational group and is described by the trepidation of the other's enthusiastic state and one's understanding of specific complete of-feeling responses. Incited compassion is comprehended as an alternate dispositional sympathy, an individual contrasting proportion of empathy as a characteristic (Betancourt, 1990).

## **2.2 Corporate Social Responsibility**

Today's young people are as concerned with positively impacting the world as they are about making money. A whopping 94% want to use their skills to benefit a cause. Against this backdrop, social enterprise has become a new formula for success, combining capitalism with a do-gooder mentality (Fox, 2016).

The passion of the entrepreneurial spirit can be explained by self-mastery. The enterprise of the tasks that must be done is the vehicle for an individual to achieve meaning in life. In other words, things are being done by the entrepreneurial spirit because one loves to do it. Money is just a natural consequence. However, self-mastery starts with self-discovery and then proceeds to self-development (Ferreria, 2006).

Social entrepreneurship (SE) is a composite phenomenon. It can initially be explained by the strengthening requests from various stakeholders to the nonprofit sector to enhance its economic efficiency and effectiveness and the for-profit industry encouraging the adoption of socially responsible behavior (Perrini & Vurro, 2006).

SE has been previously defined as creating viable socioeconomic structures, relations, institutions, organizations, and practices that yield and sustain social benefits (Fowler, 2000). According to Mair and Naboia (2006), SE is a set of interlocking opportunity-based activities by competent and purposeful individuals who-through their actions-can, make a difference in society and are bound by context. They conceptualize SE as a process that involves individuals (social entrepreneurs) engaging in a specific behavior (social entrepreneurial behavior) with tangible outcomes (social ventures for enterprises).

The entrepreneurial spirit is found in three types of bodies. These are the classic entrepreneur, the corporate (or intrapreneur), and the social entrepreneur. Classic entrepreneurs are those who practice the entrepreneurial spirit in their enterprises. Corporate entrepreneurs apply their entrepreneurial spirit in a firm they do not own. Social entrepreneurs use the entrepreneurial spirit to do good while doing well.

In many ways, the entrepreneurial spirit is a journey from classic to social. At the start of the firm's lifecycle, the traditional entrepreneur's entrepreneurial spirit produces innovations to change the game's rules. They start to seek corporate entrepreneurs who will bring their firm to the next stage of maturity and avoid decline at the growth stage. The development of corporate entrepreneurs who share the vision and values of the classic-founding entrepreneur will allow the firm to grow toward maturity. When the classic entrepreneur has

created an organization full of corporate entrepreneurs, he can become a social entrepreneur. Doing good while doing well is helping others become their best (Ferreria, 2006).

Although entrepreneurial initiatives aimed at social and economic wealth creation are not new, they have only recently raised increasing interest among scholars (Wallace, 1999). However, SE differs from traditional business entrepreneurship in several aspects. First, social entrepreneurs are moved by different motivations to discover and exploit a distinct category of opportunities; second, how they pursue opportunities might diverge from typical business approaches; and third, the outcome social entrepreneurs aim for involves social and economic aspects. In sum, the distinct characteristics of social entrepreneurs, the particular category of opportunities they pursue, and their initiatives' outcomes invite us to discuss whether SE is a specific field of investigation (Prabhu, 1999).

There are various perspectives of social entrepreneurship nowadays from many dimensions and parameters. Others refer to SE as nonprofit initiatives searching for alternative funding strategies and management schemes to create social value (Austin et al., 2003).

Sagawa and Segal (2000) viewed SE as the socially responsible practice of commercial business engaged in cross-sector partnerships, while Alvord et al. (2004) refer to social entrepreneurship (SE) as the means to alleviate social problems and catalyze social transformation. There is a presumption that the motivation is likely to be ethically sound, principled, morally justified, and ethically legitimate because something is socially-oriented.

The study of Choi and Majumdar (2014) on social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research, explains that social entrepreneurship can be regarded as an essentially contested concept, and a universal definition that would be accepted among contestant parties is hardly possible. Responding to this recognition, the article proposes the conceptualization of social entrepreneurship as a cluster concept, which can serve as a conceptual tool to advance social entrepreneurship as a coherent field of research despite its contested nature.

### **III. OBJECTIVES OF THE STUDY**

This study explores the impact of the University of Cebu Graduate School on the Entrepreneurship for Mothers Program's community extension program. Specifically, it evaluated the entrepreneurship program's contribution to developing financial literacy in recording, budgeting, inventory management, and social development. It also determines the challenges encountered in implementing the program and solicits suggestions from the beneficiaries to improve the program further.

### **IV. MATERIALS AND METHODS**

This study utilized the case study research design in determining the impact of the community extension program of the University of Cebu Graduate School on Peso Education and Resource Assistance (PERA) among the mothers as beneficiaries. Hence, they all have full knowledge of the program's nature, which helped ensure their answers' reliability and accuracy since they were given the start-up money to operate the entrepreneurial activity.

A case study is a research methodology in the social and life sciences. No one definition of case study research (Gustafsson, 2017). However, very only a case study can be defined as an intensive study about a person, a group of people, or a unit, aiming to generalize over several units.' A case study has also been described as an intensive, systematic investigation of a single individual, group, community, or some other unit in which the researcher examines in-depth data relating to several variables (Woods & Calanzaro, 1980).

A researcher-made interview guide was used in data collection. It consists of questions about the participants' learning in operating the business in recording, budgeting, inventory management, and social development. It also determines the challenges encountered in implementing the program and how social entrepreneurship has contributed towards uplifting their living standards.

A purposive sampling technique was utilized to identify the key informants. The research sample comprises twenty-one beneficiaries of the Peso Education and Resource Assistance (PERA) program at the University of Cebu Graduate School. Since they are the main subject of these social enterprise initiatives, then they are the most appropriate group to be interviewed to provide vital information on the impact and social development it brought to them.

A focus group interview was undertaken among the selected beneficiaries of the community extension program to explore the contribution of the entrepreneurship program.

### **V. RESULTS AND DISCUSSIONS**

This part shows the presentation of the thematic categories emanated from the participants' narratives during the personal interview.



## **1. Contribution of the Entrepreneurship for Mothers Program**

The nascent field of social entrepreneurship is proliferating and attracting increased attention from many sectors. The term frequently appears in the media, is referenced by public officials, has become standard on university campuses, and informs the strategy of several prominent social sector organizations (Martin & Osberg, 2007). Knowledge of managing a business is a primordial factor in the sustainability and profitability of the enterprise's activities. Hence, the enterprise's internal stakeholders should have a grasp on financial literacy in its affairs.

Based on the results of the informants' interviews, when they were asked about their learning on the proper recording of the business out of their involvement in the Peso Education and Resource Assistance (PERA) program as a social enterprise. They opined that it provided them with knowledge on how to keep track and record the daily sales, stock purchases, expenses, payables, and receivables. However, it is notable for emphasizing that the knowledge that they learned on the recording was only the basic manual recording system since the business enterprise was just a small one wherein the university provided the selected mothers in Barangay Tinago, Cebu City, with a certain amount of money and the beneficiaries can borrow for a low interest. After a certain period, the more significant portion of the profits generated will be divided among themselves as patronage refunds (interviews conducted September 2018).

Keeping good records is very important to the business. Good records will help the owner in doing the following: 1) monitoring the progress of the company; 2) preparing the financial statements; identifying sources of income; 3) keeping track of the deductible expenses; 4) keeping track of the basis in the property; 5) preparing the tax returns; and 6) supporting items reported in the tax returns (Internal Record Section, 2018).

Another aspect of financial literacy that contributed to the informants was budgeting, such as making projections on the future demand the business services and preparing budgetary allocation of the business' available resources. In managerial economics, the proponents are primarily interested in the need for a commodity the firm produces. This depends on the size of the total market of industry demand for the commodity, which is the sum of the needs for the commodity of the individual consumers in the market (Salvatore, 2001).

Knowledge of adequately allocating the business's limited financial resources is a critical factor towards its future sustainability, considering that in this investigation, the funds or the capitalization did not come from them but from the educational institution. In a sense, no beneficiary solely owns or can control the money. So transparency in using the business's funds should be adhered to by the beneficiaries to avoid future problems on misappropriation and diversion of such funds for personal gain.

Further, the respondents disclosed that prudence in utilizing the business' funds could be hard to practice in the ordinary course of business since most members find the detailed recording on the ins and outs of a business transaction as hassle and time-consuming (interviews conducted September 2018).

Kimunguyi, Memba, and Njeru (2015) further argued that good budget management practices positively influenced financial performance and recommended developing and implementing sustainable policies and regulations for budget management.

The third aspect of financial literacy that the informants learned from the social enterprise were inventory management, especially in recording the stock purchases regularly and undertaking a monthly inventory of all the assets the business accumulated.

During the focus group interview (September 2018), there were some instances in which some of the members made use of the supplies and equipment of the business for personal services. If this undesirable practice is tolerated, there would be a high tendency for an unreasonable increase in the supplies' expenses, and the equipment will be lost. Consequently, a misunderstanding might transpire among the beneficiaries that are also critical to the sustainability and viability of PERA.

Inventory control is something that should be front-of-mind for anyone in the business. In the simplest of terms, inventory control involves having greater oversight over one's stock. Some refer to it as "internal control" or even an accounting system set up to safeguard assets. The direction or method will depend upon the business being conducted and the essentials the owner or the management feel must be fulfilled. The bottom line is that inventory control is vital to the business's survival. If the owner or the management does not have a good handle on inventory, then the administration or the owners will never have an accurate account of how the business is doing (Marx, 2018).

## **2. Social Development or Life Satisfaction**

Another primordial aspect explored in this investigation was the social development dimension in this social enterprise's conduct. This part encompasses determining the beneficiaries' life satisfaction in the context of their involvement in the PERA program. This part is significant in measuring whether or not the university's community extension program impacts the development of the people in the adopted community. In short, does the social enterprise initiative make a difference in the lives of mothers?

Based on the focus group interviews in September 2018, the informants revealed that they feel comfortable speaking up in public or having a point of view about entrepreneurship or related decisions. They also gain confidence in speaking up in public and sharing their ideas about community planning and activities. These results posit that because the community extension program's beneficiaries learn financial literacy, especially in running the social enterprise, they could gain confidence in speaking up to the public about the desirable outcomes it brought to their respective life.

Nevertheless, despite the burden of caring for the children and doing some household chores, they still have enough time for leisure activities such as watching television, community programs, planning cards, etcetera (interviews conducted in September 2018).

In general, the informants feel that PERA, as a social initiative to improve their lives, has contributed towards their empowerment.

Life satisfaction: the desire to change one's life, satisfaction with the past; pleasure with the future; and significant other's views of one's life. It is assumed that the less the incongruity between the individual's desires and achievements, the more life satisfaction he/she has (Diener, 1999). Life satisfaction is one of the pointers of 'apparent' quality of life and other mental and physical health indicators. It assesses the overall conditions of existence derived from comparing one's aspiration to achievement.

## VI. CONCLUSIONS

This investigation affords the empirical justification for the desired outcomes of the university's engagement in community extension programs deemed beneficial to those with less opportunity to work and improve. The verbal responses from the interviews and focus group discussions signified a significant impact on the development of the selected beneficiaries on financial literacy that will serve as a critical factor towards ensuring that the social enterprise will be sustainable in the future to expand and include more beneficiaries.

Moreover, the findings indicated that involving the community in a business initiative within their reach of understanding and capacity enables them to feel more empowered as a member of society. This type of community initiative provided them with a sense of value, affording them the comfort of sharing their thoughts for the betterment of all.

## 7. Recommendations

Since community extension is a mandate for all universities to be undertaken, then its activities and initiatives should be able to address some or any of the problems in society, including poverty and other social maladies:

1. That there should be more formal training on financial literacy to be conducted that would not only focus the business applications but also on household management.
2. Nurture the tradition of sound policies to ensure that capital or the funds provided to the people will not be lost or misused by some beneficiaries.
3. Study the best practices of other corporate social responsibility initiatives of other universities and organizations.

## REFERENCE

- [1]. Austin, J., Stevenson, H., & Wei-Skillern, J. (2003). *Social entrepreneurship and commercial entrepreneurship: Same, different or both?* Working Paper, Harvard Business School.
- [2]. Betancourt, H. (1990). An attribution-Empathy model of helping behavior. *Personality and Social Psychology Bulletin* 16(3), 573-571. Doi: 10.1177/0146167290163015. Retrieved from <https://bit.ly/2wKy49B>.
- [3]. Baumeister, R. F., & Bushman, B. J. (2007). *Social psychology and human nature (comprehensive ed.)*. US: Wadsworth Publishing.
- [4]. Biore, C., Gonzales, R., Caparas, L., Burgos, N., & Ballada, W. (2015). *Good governance and social responsibility*. Manila, Philippines: DomDane Publishers & Made Easy Books.
- [5]. Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviors. *The Academy of Management Review*, 11(4), 710-725. doi:10.2307/258391.
- [6]. Chell, E., Spence, L. J., Perrini, F., & Harris, J. D. (2016). Social entrepreneurship and business ethics: Does social equal ethical? *Journal of Business Ethics*, 133(4), 619-625. <https://doi.org/10.1007/s10551-014-2439-6>.
- [7]. Cho, N., & Majumdar, S. (2014). Social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research. *Journal of Business Venturing*, 29(3), 363-376. Doi: <https://doi.org/10.1016/j.jbusvent.2013.05.001>. Retrieved from <https://bit.ly/2oZDmeh>.

- [8]. Decety, J. (2011). The neuroevolution of empathy. *Annals of the New York Academy of Sciences* 1231, 35–45. doi:10.1111/j.1749-6632.2011.06027.x.
- [9]. Diener, E., Suh, E.H., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276-302.
- [10]. Eisenberg, N., Fabes, R. A., & Spinrad, T. L. (2007). *Prosocial development*. Handbook of Child Psychology. doi:10.1002/9780470147658.chpsy0311.
- [11]. Eisenberg, N., & Mussen, P.H. (1989). *The roots of prosocial behavior in children*. USA: Cambridge University Press.
- [12]. Fox, M. (2016). 5 reasons why social entrepreneurship is the new business model. *Forbes*. Retrieved from <https://bit.ly/2NKkrP8>.
- [13]. Ferreria, A. (2006). *Negosyo: 50 Joey conception's inspiring entrepreneurial stories*. Quezon, City, Philippines: ABS-CBS Publishing.
- [14]. Fowler, A. 2000. NGOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third World Quarterly*, 21(4), 637–54.
- [15]. Gustafsson, J. (2017). *Single case studies vs. multiple case studies: a comparative study* (Thesis, Halmstad, Sweden: Halmstad University).
- [16]. Kimunguyi, S., Memba, F., & Njeru, A. (2015). Effect of budgetary process on financial the performance of ngos in health sector in Kenya. *International Journal of Business and Social Science*, 6(12), 163-172.
- [17]. Helliwell, J. F., & Putnam, R. D. (2004). The social context of well-being. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359(1449), 1435-1446. doi:10.1098/rstb.2004.1522.
- [18]. Internal Revenue Section. (2018). *Why should I keep records?* US Treasury. Retrieved from <https://www.irs.gov>.
- [19]. Margolis, J. D., & Walsh, J. P. (2003). Misery loves companies: Rethinking social initiative by business. *Administrative Science Quarterly*, 48, 268–305.
- [20]. Mair, J., & Noboa, E. (2006). Social entrepreneurship: How intentions to create a social venture are formed. In: Mair J., Robinson J., Hockerts K. (eds) *Social entrepreneurship*. Palgrave Macmillan, London. Retrieved from <https://bit.ly/2wDNspk>.
- [21]. Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review, Spring*. Retrieved from <https://bit.ly/2ipucTG>.
- [22]. Marx, J. (2018). *What is inventory control*, Handshake. Retrieved from <https://bit.ly/2NxL9uV>.
- [23]. Misra, R., & Ballard, D. (2003). Community needs and strengths assessments as an active learning project. *The Journal of School Health*, 73(7), 269-71. Retrieved from <https://bit.ly/2QgiKKY>.
- [24]. Moran, H. S. (2006). A grounded theory on helping behavior and its shaping factors. *Grounded Theory Review An International Journal*, 5,2-3. Retrieved from <https://bit.ly/2oKgeQt>.
- [25]. Moore, D. (2009). *Community needs assessment: Tool kit*. Retrieved from <https://bit.ly/3ZPpJ0d>.
- [26]. Perrini F., & Vurro C. (2006). *Social entrepreneurship: Innovation and social change across theory and practice*. In: Mair J., Robinson J., Hockerts K. (eds). *Social entrepreneurship*. Palgrave Macmillan, London.
- [27]. PhilAtlas. (2018). *Tinago city of Cebu*. Retrieved from <https://bit.ly/2PLWW94>.
- [28]. Prabhu, G. N. (1999). Social entrepreneurship leadership. *Career Development International*, 4(3), 140–145.
- [29]. Sagawa, S., & Segal, E. (2000). Common interest, common good: Creating value through business and social sector partnerships. *California Management Review*, 42(2), 105-122.
- [30]. Sanstock, J. W. (2007). *A topical approach to life span development* (4th ed.). New York: McGraw-Hill.
- [31]. Salvatore, D. (2001). *Managerial economics in a global economy* (4<sup>th</sup> Ed.). Philippines: South-Western.
- [32]. Silk, J., & House, B. (2011). Evolutionary foundations of human prosocial sentiments. *PNAS*. 108 Suppl 2: 10910–7. doi:10.1073/pnas.1100305108.
- [33]. Sloan Wilson, D. (2015). *Does altruism exist?: Culture, genes, and the welfare of others*. New Haven, Connecticut: Yale University Press.
- [34]. Straubhaar, J. D., LaRose, R., & Davenport, L. (2009). *Media now: Understanding media, culture, and technology*. Boston, MA: Wadsworth.
- [35]. United Nations Industrial Development Organization. (2019). *What is csr?* Retrieved from <https://bit.ly/2qOQkg2>.

- [36]. US Dept. of Health and Human Services. (2011). *Prosocial behavior*. Official Website of the US Dept. of Health and Human Services, Administration for Children and Families. Retrieved from <https://bit.ly/3iAt1zt>.
- [37]. Wallace, S. L. (1999). Social entrepreneurship: The role of social purpose enterprises in facilitating community economic development. *Journal of Development Entrepreneurship*, 4(2), 153–74.
- [38]. Woods, N. F., & Calanzaro, M. (1980). *Nursing research: Theory and practice*. St Louis: Mosby.
- [39]. Villegas, B. (1999). *Managerial economics text and case studies*. Manila: Sinag-tala Publisher, Inc.
- [40]. Zarate. C. (2012). *Organizational behavior and management in Philippine organizations (rev. ed.)*. Sampaloc, Manila: Rex Book Store.