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Students' Perception of Food and Beverage Social Projects – A university study case

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Abstract

Although innovation has been present in our society for centuries, it is mainly related with specific fields. Approaching innovation as a social science has not received enough attention and there are still Social Innovation projects inadequately understood and executed.

This study aims to find the possible challenges of implementing Food and Beverage options in the context of Social Enterprises on universities, both conceptually and practically addressing subjects such consumer understanding and awareness towards Social Enterprises and Social Innovation concepts, the consequently buying-behavior impact and the existence of an intention-behavior gap when purchasing in a social context.

Keywords: social science; social innovation; food and beverage; social enterprises; universities; consumer behavior; intention-behavior gap.

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Introduction

In recent years, the number of social enterprises (SE) worldwide has strongly grown and “we are living in a world where business requirements meet increasing societal demands” (Santos, Pache and Birkholz 2015). SE are primarily mission-driven, where profit is not an end but a way to create social impact with regards to a specific social problem. Many Social Enterprises, despite their growth ambitions, are not yet sufficiently successful. Effectively realizing multiple value - socially and economically - is not an easy task.

For the development of Social Innovation (SI), the commitment of different agents, such as NGOs, for-profit businesses and others, is strongly necessary. In this sense, Higher Education Institutions (HEIs) play a crucial role for SI progress and, therefore, for the flourishing of social impact, following their substantial economic and social influence on the local communities and local economy. Nowadays, HEIs are no longer seen as academic institutions for teaching purposes only and their strong influence on the local communities brought us the concept of HEIs’ “third mission” as a means of helping the areas in which they are located to address major socioeconomic problems (Benneworth and Cunha 2015). However, the actual rate of universities’ participation in SI activities is only 15% (Cinar and Benneworth 2020).

Consumers have a direct impact on SE’s operation. Even though Social Entrepreneurship is gaining further recognition and being better understood, consumers’ behaviors - a crucial stakeholder in Social Entrepreneurship - have received insufficient attention. Further research is necessary to determine whether a consumer's purchase intention really results in action, particularly in the context of Social Entrepreneurship, and whether it is fortified by other external factors, such as family annual income, current household, age, etc.

With the purpose of understanding the viability of developing Food and Beverage options in the context of SE on university campus and, consequently, the students’ responses and their perceptions, the dissertation is structured as follows. Firstly, an introduction was made

as well as an analysis of the existing academic literature about the concept of SI, correlation between SI and Social Entrepreneurship, the role and impact of HEIs and about consumers' behaviors and intentions. Furthermore, for the methodology a survey was published to draw some objective and quantitative conclusions about students' eating routines at school, to analyze their knowledge about SE and SI concepts and their perception and reaction to these concepts with a real-life scenario. Finally, data analysis is executed following survey's results as well as the conclusion and possible limitations of the study.

1. Key Research Questions

The following Key Research Questions (KRQs) will be used to address the problem statement:

RQ1: What are the biggest challenges of developing Food and Beverage options in the context of Social Enterprises on university campus?

RQ2: How is students' level of knowledge and awareness towards Social Enterprises existence and Social Innovation concept?

RQ3: What is the perception of university students, recent graduates or future university students regarding to the existence of Food and Beverage social enterprises on universities campus?

2. Academic and Managerial Relevance

As part of the effort to develop novel approaches to organizing and mobilizing local and global issues, as expressed in the Sustainable Development Goals of The United Nations, the notion of Social Innovation arises. The study's findings may be pertinent academically since they illustrate the challenges and opportunities that real-world Social Enterprises encounter when entering the market, taking into account their particular traits, consumer preferences and behaviors, and market features. This study will give HEIs relevant and valuable information from a managerial standpoint, most importantly to Nova SBE, with future and current students' insights about the perception and receptivity regarding the existence of these type of businesses available and how will this influence their purchase behavior and decision.

Literature Review

1. The Concept of Social Innovation

Innovation has existed throughout human history as a result of humankind's efforts to create solutions to its problems, enhance the quality of its life and as a representation of its creative potential (Cajaiba-Santana 2014). The idea of Social Innovation has only recently made its way into the social sciences (Simms 2006) and, although the concept of innovation has been significantly developed, it was mainly linked to certain fields, as the technology one.

When it comes to Social Innovation, understanding its appearance and diffusion as the result of deliberate and legalized social behaviors has received little study (Cajaiba-Santana 2014). Social Innovation is defined as the “innovative responses to unsolved social problems and needs, which have not been successfully tackled by the State or the market. It is needed because many social challenges are resistant to conventional approaches to solving them. Social Innovation’s major aim is therefore to tackle complex social challenges by providing innovative solutions” (OECD 2011). It refers to the design and implementation of new solutions that imply conceptual, process, product, or organisational change, which ultimately aim to improve the welfare and wellbeing of individuals and communities (OECD 2016). It can also be defined as the generation and implementation of new ideas that are motivated by the goal of meeting a social need (Mehmood and Parra 2013) and as the new solutions to social challenges that have the intent and effect of equality, justice and empowerment (Anderson, Curtis and Wittig 2014). Social Impact is a consequence of Social Innovation as it aims to somehow address social needs of all kinds.

1.1. The Relationship Between Social Innovation And Social Entrepreneurship

Social Innovation is closely related and is considered a consequence of Social Entrepreneurship. It is stated “as the construction, evaluation and pursuit of opportunities for transformative social change carried out by visionary, passionately dedicated individuals”

(Roberts and Woods 2005). It may be defined broadly as any effort to launch a new Social Entrepreneurship activity or new enterprise with social or community aims as its base, where the profit is invested in the activity or venture itself rather than given to investors (Harding 2007).

Social Entrepreneurship is not defined by legal form, as it can be pursued through various vehicles. Examples of Social Entrepreneurship can be found within or can span the nonprofit, business, or governmental sectors (Austin et al. 2006). Each organization is engaged in a socially focused entrepreneurial innovation to a social problem, which creates social value, as opposed to doing it only for the aim of creating personal or shareholder value (Austin et al. 2006). Consequently, even though there is not a single, agreed-upon definition, Social Entrepreneurship can be summed up as the application of business techniques and procedures to organizations with the goal of resolving urgent societal issues. These projects may deal with societal problems, including reducing hunger thus food waste, lowering the number of homeless people, lowering unemployment rates and reducing many other societal problems especially amongst less favored classes.

1.2. Higher Education Institutions And The Growth Of Social Innovation

Universities' involvement in processes of Social Innovation "stimulates and sustains diversity, social inclusion, citizenship, and local learning communities and partnerships, and these are central to economic growth and regeneration, and that it is therefore important to reconnect the social dimension of education with the economic" (Elliot 2013).

Social Innovation and progress are driven by the development and maintenance of an economy that serves everyone in society. Over the past several decades, it has become more crucial for HEIs to perform additional societal duties in addition to their obligations as academic institutions, teaching and research (Domanski et al. 2019) and the concept of the university's "third mission," which involves collaboration with social and economic partners and the

provision of broader societal benefits, has attracted a lot of attention (Benneworth and Cunha 2015). Nonetheless, many HEIs still continue to neglect the existing social, economic, and environmental issues and fail to play a proactive role in promoting social change in the local community, proved by the research project SI-DRIVE that shows that, as yet, HEIs do not engage enough in the field of Social Innovation. In order for Social Entrepreneurship to succeed, HEIs must adapt and develop new techniques and procedures. Whilst it is generally known that university technology transfer may promote economic growth (Benneworth and Cunha 2015), it is less obvious how university-based knowledge contributions in other areas, particularly social development, might do the same. Moreover, it also makes it even more challenging since, contrarily to other types of knowledge, Social Entrepreneurship transfers may not provide immediate financial or other benefits since they might be challenging to discover and assess. There is few literature (Bacon et al. 2008) about how a regionally embedded university can effectively contribute to the process of Social Innovation (Elliott 2013) compared with that about universities' contribution to the process of technological innovation can do.

1.3. Social Innovation and the Sustainable Development Goals

Social Innovation is seen as a crucial component in order to achieve the 17 Sustainable Development Goals (SDGs), settled by The United Nations for 2030 Agenda (Eichler and Schwarz 2019). The SDGs methodically target a wide variety of issues, including access to education, gender equality, food security, eradicating poverty, economic development, and many other elements of social, economic, and environmental sustainability. The SDGs and Social Innovation have many similarities, with Social Innovation enhancing sustainability to create a sustainable lifestyle and economy (Appendix 1). Social Innovation empowers individuals, especially those who are a part of disadvantaged groups, by creating job opportunities and delivering community services. Social Innovation thereby helps communities

become more resilient, inclusive, and sustainable and may be viewed as a way to offer comprehensive solutions to strengthen resource sharing, empower society and, most importantly, to achieve the SDGs.

2. The Consumer Behavior for Social Enterprises

Numerous research have attempted to comprehend how human minds work when making decisions over the years. The process of consumer decision-making tries to satisfy a need or a desire. The Engel Kollat Blackwell Model of Consumer Behavior, which was created to describe the rapidly growing body of knowledge about consumer behavior was developed and consists of four distinct stages: Information Input Stage, Information Processing Stage, Decision Process Stage and Variables Influencing the Decision Process (Appendix 2).

Understanding how social businesses influence consumers' behaviors and how consumer reasons of purchase for buying goods in commercial contexts vary in the context of SE, is important and needs to be taken into consideration (Doherty et al. 2014). A socially responsible consumer can be defined as a person who bases his or her acquisition, usage, and disposition of products on a desire to minimize or eliminate any harmful effects and maximize the long-run beneficial impact on society (Mohr, Webb, and Harris 2001). In line with the definition of Social Entrepreneurship, these customers make purchases for the benefit of society's environmental and social goals. The majority of research has focused on customer habits when purchasing in traditional commercial businesses. In the context of Social Enterprises and in how the elements that influence purchasing decisions are changed when there is a social component present, the same has not been deeply investigated yet and there is very little understanding about how consumer behaves may be affected when exposed to a social business purchase.

2.1. The Theory Of Planned Behavior: the theoretical model

The Theory of Planned Behavior (TPB) is a theoretical model developed by Ajzen (1991), to explain human behavior in all its complexity, including consumer behavior where behavior can be predicted. This model makes the assumption that customers are rational and continuously use their knowledge and available information to make the best decisions and also places a focus on the intention to conduct the behavior. According to Ajzen (1991), intention comprises the motivating elements that affect behavior. In other words, intentions are indicators of how hard one is willing to try or how much effort one is willing to put into performing the behavior. In general, it can be said that the stronger the intention, the higher the likelihood of the behavior to be actually performed. Along with intention, Ajzen's model also takes into account the factors that influence behavioral intentions. According to the concept, there are three factors that influence behavioral intention: one's attitude toward the behavior, the perceived subjective norm one experiences toward the behavior, and the perceived behavioral control. The degree to which a person views a certain behavior positively or adversely may be described as their attitude toward that behavior (Appendix 3).

2.2. The Theory of Planned Behavior And The Consumer Behavior

Even though intentions are very important for forecasting future behavior, when it comes to the consumer behavior, in a social business context, several researchers have demonstrated that there is a gap between intentions and behavior, namely the intention-behavior gap and that intentions do not always translate into actions (Van Gelderen, Kautonen and Fink 2015). The person's intention to carry out a specific behavior is a key component in the notion of the TPB (Ajzen 1991). Research demonstrating the intention and behavior gap has specifically called into question in the theory's assumption that intention and behavior are positively associated. Only around 30% of the diversity in behavior was found to be explained

by intentions. As a result, behavior is now preferred as the dependent variable rather than intention (Lee 2021).

One factor that can influence consumer behavior and deserves proper attention is to analyze to what extent the consumers perceive that a certain Social Enterprise successfully generates social value, in practical and real terms (Lee 2021). Indeed, customer behavior can be eased by consumer confidence towards the business and, as a result, in addition to expertise, the level of trust in Social Entrepreneurship becomes increasingly important. It is assumable to forecast a positive link between consumer's intention and behavior and their level of confidence in the Social Enterprise. In order to pursue with a purchase of a certain good or service, the customer must trust the entrepreneur or business enough to believe in what they are promising. But the opposite can also happen and if the customer lack confidence in Social Enterprise's ability to effectively pursue its social aim, customers will not feel enough reasons to buy from them and will probably feel the same feeling towards all social businesses.

Moreover, the degree of consumer's ability to purchase or consume a given good or service or, by other words, the income level, is something to highly have into consideration when studying the connection between consumer's intention and behavior. The consumer's financial capacity can probably be the first and most important factor to influence consumer's behavior and can strongly interfere with the customer's purchase power (Jager 2000). Following this strong influence that have been studied for many years, there are several researchers proving the positive relationship between level of income and socially conscious consumer behavior (Webster 1975).

Methodology

1. Research Objectives and Purpose

In order to assess and find more about the development of F&B options in the context of Social Enterprises on universities campus and the students' respective responses, it is necessary to firstly understand students' consumption behaviors. For the implementation of any F&B business, understanding consumer needs and patterns is a key component part. Since the study is about developing these businesses in a very strategic and specific location with some unique characteristics – inside of a university campus - their main consumers, or by other words, their target market are the students. Although a kind of segmentation is already being done, inside this group, students, there are many different types of profiles with many restricted characteristics that need to be properly addressed. Patterns such as, average time a week students go to school, how many times a week they have lunch there, the maximum amount of money they are willing to spend on a meal, their own taste preferences regarding food choices and the characteristics they value the most when deciding where to eat when in school (price, service speed, healthy options, etc) are significant enough to look into for the purpose of this study.

Furthermore, it is also noteworthy to comprehend consumers' knowledge about Social Enterprises and Social Innovation overall concepts and to understand their predisposition to buy from these non-traditional businesses. The following study's objective is to comprehend how students perceive themselves and behave and, consequently, to analyze the existence of the intention-behavior gap, previously exposed on the literature review following the Theory of Planned Behavior when analysing the consumer behavior in the social business context.

In order to further address the KRQs and collect more quantitative data, an online survey was carried out. The survey was made public between October 18th and November 9th using the online tool *Google Forms*, and it was mostly shared via *LinkedIn*, *WhatsApp*, *Instagram*, and

Facebook (Appendix 4). There were 120 responses in total, which is sufficient enough to draw some conclusions. IBM SPSS Statistics was used to analyze the data, while Microsoft Excel was used to create the charts.

1.1. Sample

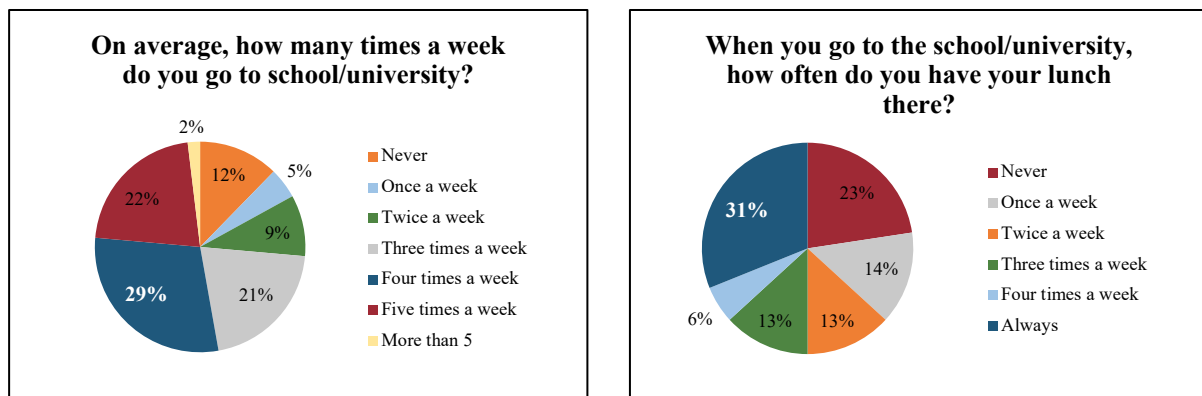
There were 120 people in the sample. with the sample's majority to be a **master's student** (45%), followed by recent graduate (23%), not studying nor recently graduated (12%), bachelor's student (10%), high school student (5%), post-graduate student (4%) and, finally, executive education student (1%). For the purpose of the study and following the only existing mandatory requirement to participate - to be a recent graduate (< 2 years), current or future university student – the 12% regarding the individuals not studying nor recently graduated will be removed from now onwards since the questionnaire ended up immediately after the first question. That said, the **final and valid number of participants is 106**.

As far as age is concerned, **the majority of the respondents belonged to the 22-25 age group** (66%), followed by 26-30 (15%), 19-21 (11%), 16-18 (5%), and 30-40 (3%). Regarding nationalities a very **diversified sample** was able to be collected with the presence of **11 different nationalities**, something believed to be valuable for the purpose of this research, being Portuguese the most recalled nationality with 69% of the respondents, followed by Belgian (8%) and French (7%). The sample was relatively balanced concerning **being/have been a Nova SBE student** with 57% of non-students and 43% of Nova SBE students/alumni. Most responses still **live with their parents/family** (56%), followed by living alone/with friends (38%) and living with their partner (7%). Finally, the family annual gross income was somewhat consistently distributed, as **37% was included in the “more than €60.000” range**, followed by the “€21.000-€40.000” group (28%), “41.000€-60.000€” (24%) and “up to €20.000” (11%) – Appendix 5.

2. Research findings

2.1. Students' Habits and Routines on School/University

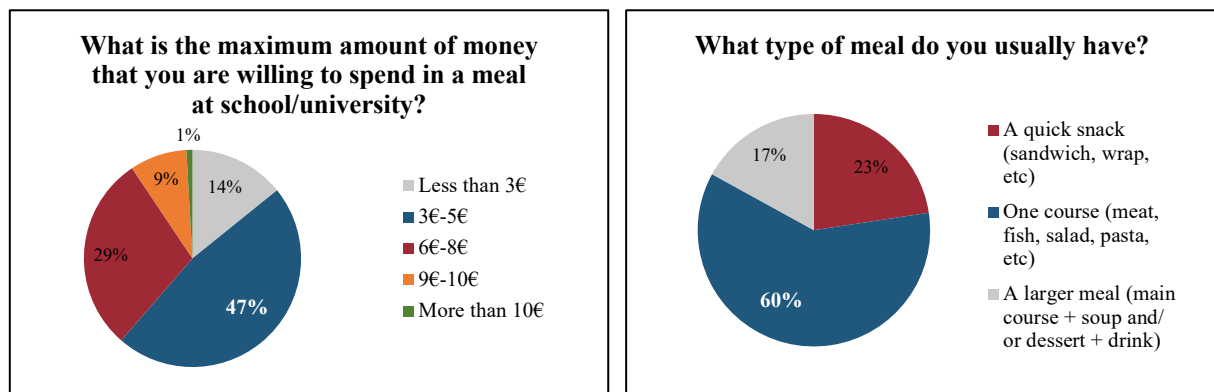
To analyze students' habits, firstly it was asked to the respondents to indicate the **average number of times a week they go to university**. Following survey's results, the sample shows to be more or less evenly distributed between the three most answered options: **four times a week (29%), five times a week (22%) and three times a week (21%)**. Additionally, it was also asked to the respondents the number of times they usually have lunch on campus and the outputs taken were mainly extremes - either students **always have lunch on campus (31%)** or either they **never have lunch there (23%)**. The full distribution of both variables can be observed in the following charts.



Graph 1 - Students' Habits and Routines

Moreover, was asked to the respondents to select their most common option when having lunch at school/university and **43% of the sample shows their preference for bringing their own food from home**. Nevertheless, the remaining sample (57%) was distributed between buying from any café/restaurant/other food options available on campus (29%), go to the canteen (15%) and buying something outside school like restaurant, café, supermarket (13%). Furthermore, was also questioned the **maximum amount of money they are willing to spend on a meal on campus** and **47% of the sample selected the “3€-5€” range**, followed by 29% selecting “6€-8€” range, 14% “Less than 3€”, 10% “9€-10€” range. This variable was recoded into numeric data to take further conclusions, ranged from 1 - “Less than 3€” to 5 -

“More than 10€”. **The sample, averagely, seems to be willing to spend more or less around 4€ per meal** ($M=2.33$; $SD=0,82$) – Appendix 6. Additionally, the **type of meal preference** was inquired and **60% of the sample affirms to have preference for only one course** (meat, fish, salad, past, etc), followed by 23% choosing a quick snack to go (sandwich, wrap) and 17% preferring a larger meal (main course + soup and/or dessert + drink).



Graph 2 - Students' maximum willingness to spend on a meal and most common type of meal

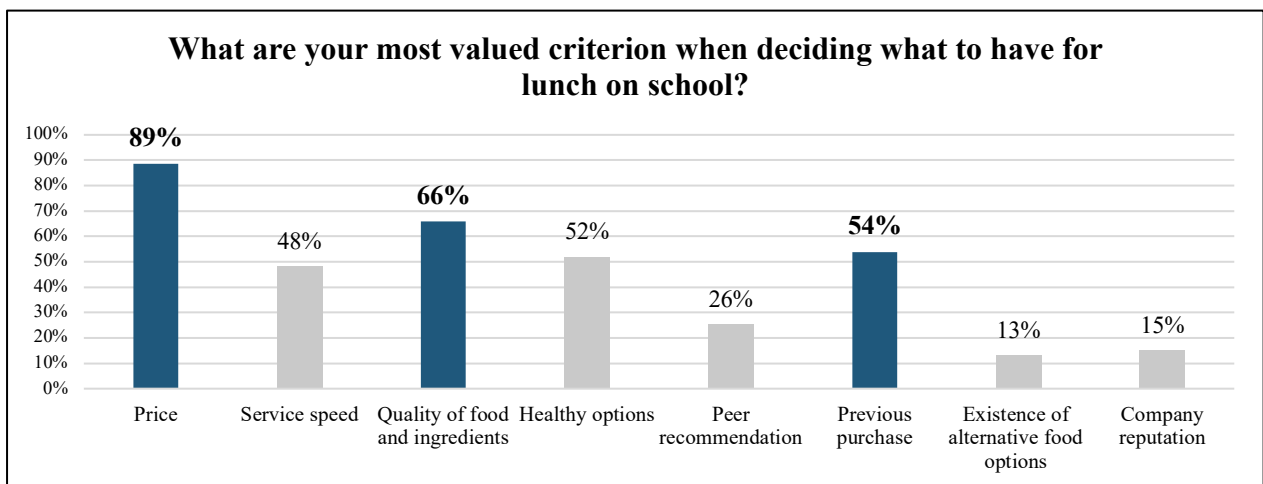
To investigate a potential association between these two categorical variables, a Chi-square test of independence was carried out after crossing them. The null hypothesis was defined as follows:

H₀: Is it the maximum amount of money a student is willing to spend on a meal independent from the type of meal the student usually has?

Following SPSS output, it is observable that the **maximum amount of money a student is willing to spend on a meal do not significantly influence the type of meal choice** ($p=0.413>0.05$): we fail to reject the null hypothesis (Appendix 7). By other words, students are not sensible to the fact that in order to have a better composed and more equilibrated meal, perhaps, the money they must be willing to spend on that meal needs to be higher than just for a quick snack.

2.2. Students' Most Valuable Food Selecting Criteria

In order to assess what are the **criteria students value the most when deciding what to have for lunch on university**, it was asked to the respondents to select a maximum of six from the 8 requisites provided: Price, Service speed, Quality of food and ingredients, Healthy options, Peer recommendation, Previous purchase, Existence of alternative food options and Company reputation. The sample's full distribution can be observed on the bellow graph.



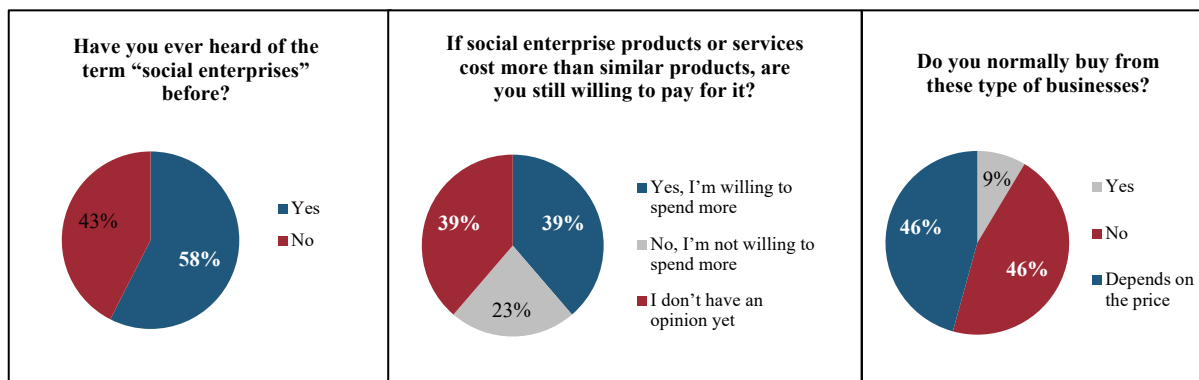
Graph 3 – Criteria when deciding what to have for lunch on school

By looking for the obtained results, on the one hand, **the first, and not surprising, most recalled criterion was the factor “Price”**, with 89% of the sample, representing 94 participants out of 106 selecting this option – almost the entire sample. “Quality of food and ingredients” and “Previous purchases”, were the next two most recalled requisites by the participants with 66% and 54% of the responses, respectively. On the other hand, the **least recalled requisites were “Company reputation”** with 15% and **“Existence of alternative food options”** with 13%,

2.3. Students' Knowledge and Awareness About Social Enterprises

To analyze students' knowledge about the concept of Social Enterprise, the *Investopedia* definition was firstly provided. Following survey results, **58% of the responses were already familiarized with the concept**. This number shows that, even though, the

majority of the individuals are indeed aware, there are still a big percentage, in this case 43%, representing 45 individuals, unaware of the concept. Additionally, was also asked to the respondents **if Social Enterprise products/services cost more than similar products if they would be still willing to pay for them and if they normally buy from these type of businesses.** The results can be observed in the following charts.



Graph 4 - Knowledge about Social Enterprise

Nonetheless, more than just observing percentages it is believed to be relevant to **cross both information** – knowledge of Social Enterprise concept and willingness to pay. By a crosstabulation (Appendix 8) it is visible that being aware of the Social Enterprise concept does not necessarily translate on exact willingness to spend more to acquire a certain product/service. From the 106 respondents (either the ones aware and unaware), only 41 are completely sure about their willingness of spending more money in order to buy from these type of businesses. Nevertheless, it is significant for the purpose of this study to see if there is any type of relationship between these two variables. Data was recoded and text data was converted to numeric data in order to proceed with a *Pearson correlation* analysis – Appendix 9. At a level of significance of 0.05, the correlation between knowledge of Social Enterprise concept and willingness to pay is considered to be significant. By rejecting the null hypothesis ($p=0.025<0.05$), it can be seen that **customers already familiarized with Social Enterprise concept are indeed more willing to spend a higher amount of money to acquire a certain product/service.** However, we can notice that, even though Pearson correlation is positive,

showing some kind of relation, the correlation is considered to be low (0.217). Translating this affirmation to simpler words, it is affirmable to say that **there are some people aware of the concept that are not yet disposed to pay for more** – Appendix 10. Additionally, it is observable that only **9 out of 106 respondents are currently buying from Social Enterprises**, considered this to be a very low number. The remaining part of sample is equally distributed between not buying at all (46%) and depending the purchase decision on the factor price (46%). Finally, to better study students' knowledge about Social Enterprise, it was asked to the participants if they could mention some known Social Enterprises' names. The most recalled company was *Patagonia* with 14% of responses. Nevertheless, the **majority of the sample, more precisely 67%, were not even able to recall any social business name.**

The association between **family annual income and knowledge of Social Enterprise concept** was also studied following the strong influence it can have on customer's behavior, previously exposed on the literature review. To evaluate if there is a statistically significant link between the two categorical variables, a Chi-square test of independence was carried out. The null hypothesis was defined as follows:

H₀: Is it the family annual income independent from knowing about Social Enterprise concept?

The test was performed, and the p-value turns out to be lower than any common level of significance ($p=0.003<0.05$), which means that the null hypothesis is rejected. Thus, it is correct to say that **consumers family annual income has a link with knowing about SE concept or not** (Appendix 11).

Moreover, variables “Have you ever heard about SE before?” and “Are you familiarized with Social Innovation concept” were recoded into numeric scale. With a *Person* correlation test it is visible that variables are not independent, meaning that a **person aware of Social Enterprise is more likely to know about Social Innovation concept** ($p=0.018<0.05$):

rejection null hypothesis. However, the correlation obtained was only 0.230, a correlation that despite positive, for the two very related variables observed is low, meaning that there is a **considerable part of the sample aware of Social Enterprise concept but not aware of Social Innovation yet** (Appendix 12).

2.4. Students' Opinion About Social Enterprises Misconceptions

To understand students' opinion to some existing misconceptions about Social Enterprises (Dedrick 2019), **three misconceptions** were presented and a Likert Scale with five different levels from “Strongly Disagree” to “Strongly Agree” was provided to the respondents indicate their level of agreement about the statements. The frequency tables can be observed on Appendix 13 as well as the statements.

The data was recoded for future analysis, and all Likert scales reported from this point on ranged from 1 - “Strongly Disagree” to 5 - “Strongly Agree”. A *Cronbach Alpha*, a typical reliability test, commonly used when questionnaires are developed using Likert scale was conducted in order to measure the internal consistency of the measuring instrument. The test's output is positive with a *Cronbach's Alpha* of 0.643, considered to be an **acceptable reliability value**.

Case Processing Summary			
		N	%
Cases	Valid	106	100.0
	Excluded ^a	0	.0
	Total	106	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.643	.644	3

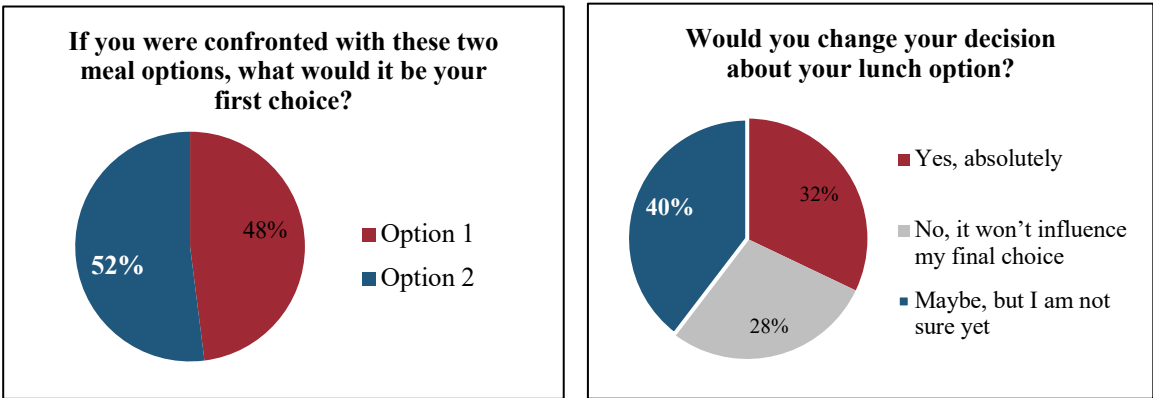
Graph 5 – Sample's Reliability Test

Furthermore, a new variable named “Social Enterprises level of misconceptions” was created using the results from the previous three assumptions, to measure, in a more general

way, to what extent the respondents agree or disagree with those misconceptions, without them knowing that the statements were false. The new variable was developed by the sum of each participant previous responses divided by 3 (i.e., $(1+2+2)/3$). By analysing the new variable, **the sample seems to be between somewhat disagree or neither agree nor disagree with the statements provided** ($M=2,41$; $SD=0,93$), showing that, generally speaking, the sample does not follow the tendency of agreeing with the three presented misconceptions – Appendix 14.

2.5. Students’ Intention-behavior Towards Food Choice

A **real-life scenario** with two possible lunch options was presented to the respondents in order to understand their food choice based on taste and price. When confronted with a very little and summarized information about each option available, only with a brief dish description and correspondent price, the preferences were relatively evenly distributed with **Option 1 having 48% of the responses and Option 2 52%**. Afterwards, *Café Joyeux*, a Social Enterprise that operates as non-profit business where all profits made by its activities are reinvested in projects fostering inclusion of disability, was presented and it was revealed that Option 2 meal belonged to this business. Following this information, and independently of the previous answer, was asked to the respondents if their decision would change after knowing more about the company itself. The full distribution can be observed in the following charts.



Graph 6 - Real-life scenario

To study the impact of the information provided on the students' behavior and decision choice and by performing a Chi-square test it is observable **that information provided about Café Joyeux business values and mission does not significantly influence students' food choice yet**, showing that students are not prioritizing these type of characteristics when doing their purchase decision: we fail to reject the null hypothesis since there is not enough evidence to conclude that the variables are associated ($p=0.06>0.05$) – Appendix 15. This observation also goes along and is reinforced with only **16 out of 106 respondents prioritizing company reputation**, by other words, the company social and sustainable vision and values about social and environmental topics, when deciding where to eat - buying decision process (Appendix 16).

Moreover, the previous variable “Have you ever heard of the term Social Enterprise before” and the new variable about changing their lunch decision after knowing that *Café Joyeux* is in fact a social business were also studied in order to see if there is any kind of connection between these two variables. By other words, the null hypothesis was defined as follows:

H₀: Is a person aware of what Social Enterprises are independent from changing their lunch option choice after knowing the company's social values and mission?

Again, a Chi-square test of independence was executed, and through the failure of the null hypothesis ($p=0.791>0.05$) it is noticeable that **people knowing what Social Enterprise are do not significantly influence and change their purchase decision choice**. This means that a person already informed about the existence of Social Enterprises does not translate necessarily on a guaranteed purchase and vice-versa. This can also be seen with 24 from the 61 respondents **aware** of Social Enterprise saying they are not sure yet about changing the decision about lunch option and even more reinforced with the 16 out of 61 affirming that the information about the company won't influence their final decision at all. The opposite also happens, with 18 from the 45 respondents **not aware** of Social Enterprise saying that perhaps it can influence the final

decision and with 13 from the 45 respondents affirming that the information will indeed change the final decision about lunch option, even though they were not aware of Social Enterprise concept existence before (Appendix 17).

2.6. Students' Overall Perception About Social Enterprises

As a way of concluding the questionnaire, four different affirmations were presented to the respondents and a Likert scale was provided. Again, the data was recoded to better take sample's outputs now ranged from 1 - "Strongly Disagree" to 5 - "Strongly Agree". The frequency tables can be observed on Appendix 18.

A normality test was performed, and the **sample seems not to be normally distributed** ($p=0.001<0.05$), which is considered to be something not surprising, especially when dealing with these kind of traits that simply do not follow a bell curve since the opinions are not defined yet towards the sample and society overall. Nevertheless, some findings were able to be concluded. Considering the respondents' higher willingness to purchase when they know that a business has a social impact mission and social message behind, the variable looks to be somewhat relevant to them ($M=3.92$; $SD=1.01$), meaning that the **respondents, theoretically, when confronted with a social business, have a moderate higher willingness to buy from it**. Nonetheless, generally speaking, the sample seems to be a bit indifferent to know and to search more about a company and their values and mission before or when purchasing a product or service ($M=3.17$; $SD=1.10$). Concerning the consumers' **level of trust and authenticity towards social businesses** and if the customer really feels that the money is being reverted to address a specific societal issue, the **sample seems to be not sure and is considered to not have an opinion settled yet** ($M=3.00$; $SD=1.07$). Finally, the sample is fairly sure and convicted that the government is not giving enough supports, help and incentives for the creation and implementation of Social Innovation projects ($M=1.99$; $SD=1.09$) – Appendix 19.

Conclusions

To address the problem statement of this dissertation, the main findings of the research will be presented in this chapter in accordance with the initial KRQs suggested.

RQ1: What are the biggest challenges of developing F&B options in the context of Social Enterprises on university campus?

Many challenges can exist in order to build and operate Social Enterprises as it is known that achieving different values, both economic and social, is a difficult undertaking, as previously mentioned on the literature review. Following the HEIs' third mission conceptualization and their strong influence in the local communities and crucial role for the development of Social Enterprises and Social Innovation fostering, some challenges need to be addressed. For the purpose of this study since the focus group are the students and their consequently behaviors, rather than observing the challenges of implementation from the facilities or company's point of view, it was preferred to this analysis oriented to students, especially due to HEIs' target market - students - and their respective purchase power and needs.

The average amount of money a student is willing to spend on a meal on campus was investigated and it was found that is around 4€ per meal, a number that is considered to be significantly low and hard to manage for any type of F&B business and their respective food costs. Even though the majority of the sample is considered to have a relatively comfortable family annual income, this is not translatable on a higher willingness to spend money in food on the school-environment context. This also goes along, with the high percentage of respondents preferring to take their own food from home, rather than buying. Additionally, following the unique environment characteristics of a university, it was found that respondents do not have the same type of meal preference nor willingness to pay as people normally have when going to a restaurant. Usually, in a different context, these two variables should be dependent with one and other – the higher the willingness to pay for a meal, the higher the type of meal the person is expecting to have and vice-versa – and the same is not observable within

the collected sample and the two in-study variables. Students' demands and traits are unique and extremely specific in the setting of the educational environment, and they must be effectively handled by the right product-design.

RQ2: How is students' level of knowledge and awareness towards Social Enterprises existence and Social Innovation concept?

Although Social Innovation concept has been receiving increasingly more attention in our society in the last few years and the appearance of academic researchers about its relevance and implementation has been progressively growing, there is still discrepancy about its own definition, usability and knowledge (Pol and Simon 2009). Social Entrepreneurship and Social Innovation go hand in hand, with both terms being used interchangeably on the literature. According to *The Guardian* research in 2013, from the 75% of people supporting social businesses, only 21% of them truly knew what they were.

Considering the sample's results, it is observable that a significant percentage of respondents, more precisely, 43%, were not yet familiarized with the Social Enterprise concept. Moreover, from the 106 respondents, only 9 are currently buying from these businesses, a clear minority. It was also found, not surprisingly, that an individual aware of Social Enterprise existence is more likely to know about Social Innovation concept. What was surprising, being the variables so relatable, was the low correlation observed, meaning the existence of a still considerable part of the sample aware of Social Enterprise, not aware of Social Innovation yet. These results show an actual and overall unawareness and lack of knowledge about social businesses and the consequent Social Innovation as a result and their important relevance in our actual society. This lack of knowledge goes along with the majority of the sample not being able to recall any Social Enterprise's name and with the indifferent position regarding searching more about a company and their values and mission before or when purchasing a product or service. Being the sample composed by a group of young individuals with high level of studies,

45% of master's students, wealth level of income, the level of knowledge was expected to be considerably higher.

RQ3: What is the perception of university students, recent graduates or future university students regarding the existence of F&B social enterprises on universities campus?

To understand the perception of recent graduates, current and future university students regarding the existence of F&B options in the context of Social Enterprises available on university campus, it was crucial to learn more about their actual behaviors and reactions towards Social Enterprises confronted with a real-life scenario.

Generally speaking, it was found that the sample when confronted with a Social Enterprise has a stronger predisposition to purchase from them. However, following the current little literature and research about how consumer behavior adapts and changes when applied to a social environment context, a real-life scenario was presented to the respondents with the goal of collecting some real data insights and to investigate, within the collected sample, the existence, or not, of the intention-behavior gap, previously exposed. According to the findings, it was observable that the corporate principles of *Café Joyeux*, the presented SE, are not yet sufficiently influencing students' purchase decision, demonstrating that they do not place a high priority on these qualities and business features in the purchase-decision process. For this study, this finding was considered to be very relevant, especially by crossing the real-life scenario insights with the more theoretical insight, above exposed. In theory, the sample seems to indicate a higher willingness to buy from social businesses but, when confronted with a real-life one, their responses do not follow the same direction. What this finding can demonstrate us is that there is indeed an intention-behavior gap in the context of socially responsible purchases. By other words, that intentions do not always transfer into actions as initially the sample affirms to have a higher tendency of buying when they know that the business is addressing a societal issue but then, when exposed to an existent one, the same is not verified.

Limitations and Future Research

Despite having acquired a substantial quantity of material to address the study challenge, there are several limitations to consider and bear in mind in future investigations.

In order to address the three primary KRQs, it was first noted that although some quantitative data could be gathered from the questionnaire, understanding Social Innovation's emergence and spread as the outcome of deliberate and legalized social activities has not received much research yet, being the literature available very little. Additionally, following the emotional and ethical complexity of dealing with societal issues, it was also observed a lack of information and literature regarding in how consumer's behaviors are different towards traditional versus non-traditional businesses, something that would be believed to be relevant for the purpose of the study.

Concerning the market study, a potential limitation can be stated, as, although there was an attention to have a varied sample (demonstrating the wide HEIs target), by being shared through *WhatsApp, Instagram and Facebook*, despite having the presence of 11 different nationalities, no demographic conclusions were able to be taken since the only nationality with a significant number of respondents was Portuguese. For future research, would be interesting to try to assess to a higher number of each nationality to check if there is any relationship between awareness of Social Enterprises, willingness to be a socially responsible consumer, different purchase powers and their own origins. This might have led to biases on respondents' habits and behaviors, generalized to Portuguese people.

Additionally, still on the market research topic, the purpose of making the survey available for younger people, under 16 or between 16 and 18, from High School, was to analyze if a swift is happening on the next future generations and if they are growing with a higher awareness about Social Enterprise and relatable topics. However, the collected sample was too little, only 6 individuals, unable us to do any type of conclusion and accurate prognosis.

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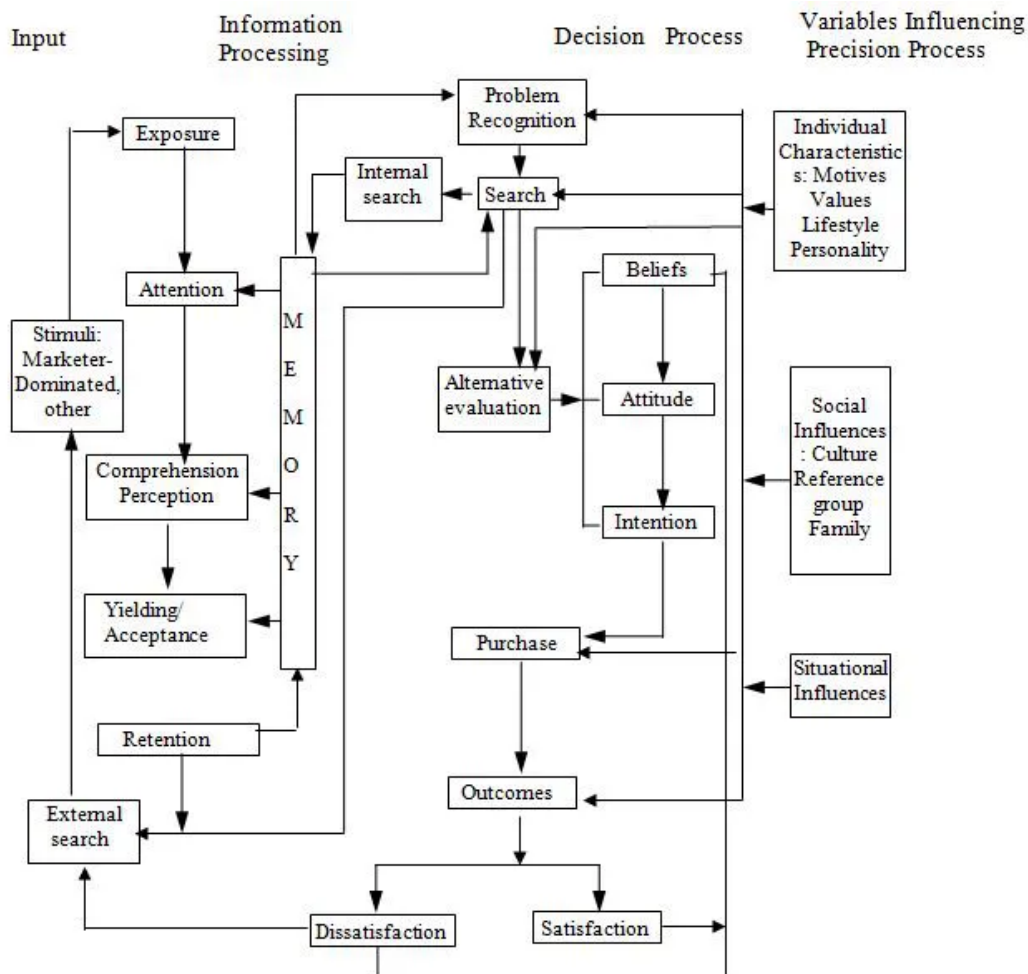
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Appendices

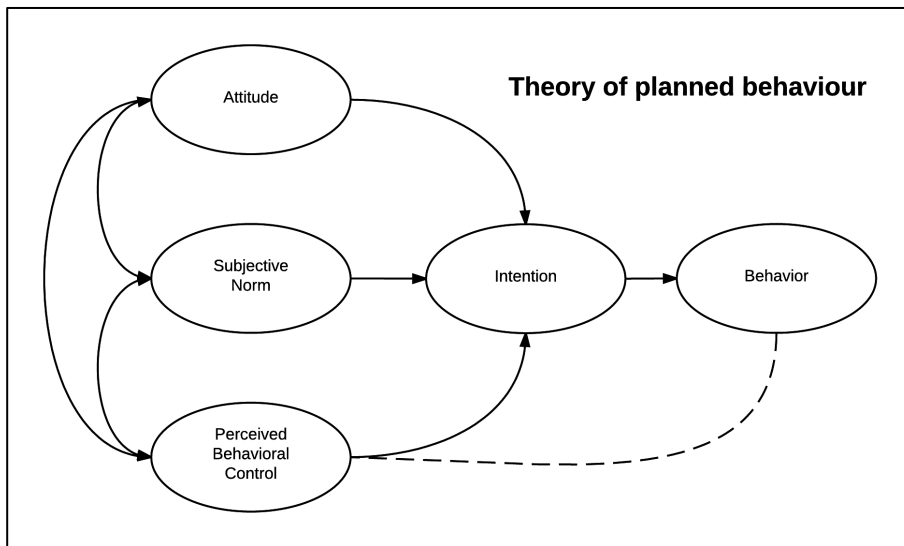
Appendix 1 – The 17 Sustainable Development Goals by United Nations



Appendix 2 - The Engel Kollat Blackwell Model of Consumer Behavior



Appendix 3 – Theory of Planned Behavior (TPB)



Appendix 4 – Questionnaire (designed in Google Forms)

“Dear participant,

My name is Sara, I’m a student at Nova School of Business and Economics and I am currently working on the thesis of my Master's degree in Management. My research question is about the perception of university students, recent graduates or future university students regarding the existence of Food and Beverage social innovation and impact projects options at universities campus. Therefore, this survey is designed to gather the input from the previously mentioned groups only.

The questionnaire will take less than 5 minutes and will significantly contribute to my Master's degree. Hence, I am asking you to state your choice and preference based on what you truly feel and perceive. Please be ensured that all your answers are completely anonymous and that they will be treated with absolute discretion.

Thank you very much in advance for your help!”

Studies' Information

What is your studies' current situation?

- High School Student
- Bachelor’s Student
- Master’s Student
- Post-graduate Student
- Executive Education Student
- Not studying anymore but recently graduated (less than 2 years)
- Not studying nor recently graduated

Condition: Not studying nor recently graduated Is Selected. Skip To: End of Questionnaire.

Personal Information

Please indicate your age

- <16
- 16-18
- 19-21
- 22-25
- 26-30
- 30-40

Please indicate your nationality

Are/were you a Nova SBE student?

- Yes
- No

What is your current household?

- Live by myself/with friends
- I live with my parents/family
- I live with my partner

What is your family annual gross income?

- Up to 20.000€
 - 21.000€ - 40.000€
 - 41.000€ - 60.000€
 - More than 60.000
-

Eating routines at school/university

The following questions will be about your own eating routines, habits and choices when going to the school/university.

IMPORTANT: if you're a recent graduate that currently does not attend university, please answer with the habits/routines you used to have as a student.

On average, how many times a week do you go to school/university?

- Never
- Once a week
- Twice a week
- Three times a week
- Four times a week
- Five times a week
- More than 5

When you go to the school/university, how often do you have your lunch there?

- Never
- Once a week
- Twice a week
- Three times a week
- Four times a week
- Always

When you have lunch in school/university, what is your most common option?

- Bring your own food from home
- Go to the canteen
- Buy from any cafe/restaurant/other food options available on campus
- Buy something outside the school (restaurant/cafe/supermarket)
- Other?

What is the maximum amount of money that you are willing to spend in a meal at school/university?

- Less than 3€
- 3€-5€
- 6€-8€
- 9€-10€
- More than 10€

What type of meal do you usually have?

- A quick snack (sandwich, wrap, etc)
- One course (meat, fish, salad, pasta, etc)
- A larger meal (main course + soup and/or dessert + drink)

According to your taste, select your three preferences of food types that you would like to see available in school/university:

- Typical Portuguese
- Italian cuisine (pizzas, pastas, etc)
- Salads and Bowls
- Sushi
- Cafeteria (sandwiches and wraps to go, quiches, açai bowls)
- Gourmet burgers
- Middle Eastern cuisine

Where do you normally base your decision on, when choosing what to have for lunch at school/university? (You may choose more than one if applicable, but no more than six)

- Price
- Service speed
- Quality of food and ingredients
- Healthy options
- Peer recommendation
- Previous purchase (good previous experience)
- Existence of alternative food options (vegetarian, vegan)

- Company reputation (social and sustainable vision and values of the company about topics as food waste, less favored social classes, etc)
-

Social Enterprise

“A social enterprise or social business is defined as a business with specific social objectives that serve its primary purpose. Social enterprises seek to maximize profits while maximizing benefits to society and the environment, and the profits are principally used to fund social program” – Investopedia, 2022

Have you ever heard of the term “social enterprises” before?

- Yes
- No

If social enterprise products or services cost more than similar products, are you still willing to pay for it?

- Yes, I’m willing to spend more
- No, I’m not willing to spend more
- I don’t have an opinion yet

Do you know of any social enterprise? If yes, please indicate the companies' names

Please indicate _____

Do you normally buy from these type of businesses?

- Yes
- No

Social Innovation

“Social innovations are innovative responses to unsolved social problems and needs, which have not been successfully tackled by the State or the market. Social innovation’s major aim is therefore to tackle complex social challenges by providing innovative solutions” – OECD, 2011

Following the definition of social innovation, do you feel familiarized with this concept?

- Yes
- No
- More or less

To what extent do you agree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Social enterprises focus equally on profit and mission as traditional businesses do					
Social enterprise is a good idea, but it is not a sustainable business in a long-term perspective					
Every non-profit business is considered as a social enterprise					

Analyse the following image:

Option 1:
Local supermarket
Packed caesar salad ready-to-go
2,49€



Option 2:
Café Joyeux
Homemade slice of quiche with organic green salad
6,50€



If you were confronted with these two meal options, what would it be your first choice?

- Option 1
- Option 2

Café Joyeux:

The bellow information provides a small overview of Option 2 company, who they are, their main mission and values. Please read it carefully:



WHO ARE WE?

In 2017, the first socially responsible restaurant Café Joyeux was born with the purpose of training and employing people with cognitive disabilities such as Down syndrome or autism.

OUR MISSION

Café Joyeux operates as a non profit. All the profits made by its activities are reinvested in projects fostering inclusion of disability in all its forms. **Our mission is to put disability in the heart of our cities and our lives:**

WORK TOGETHER WITH OUR WEAKNESSES
FOSTER INCLUSION THROUGH ENCOUNTERS
IN A JOYFUL ENVIRONMENT, COOK, SERVE AND OPEN OUR
HEARTS

After reading this, and independently of your previous answer, would you change your decision about your lunch option?

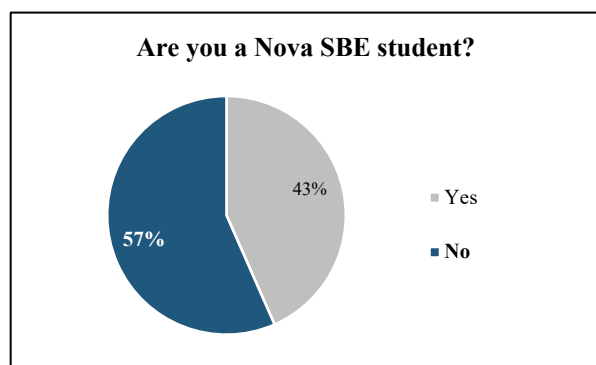
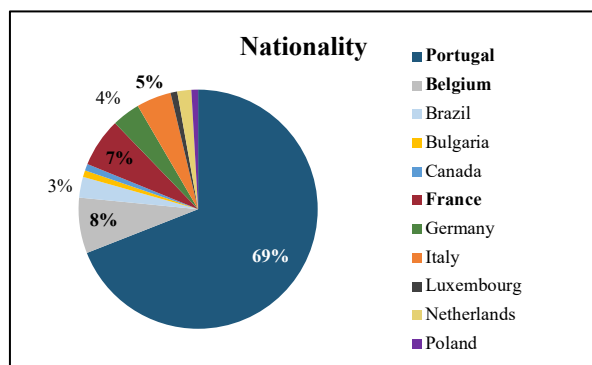
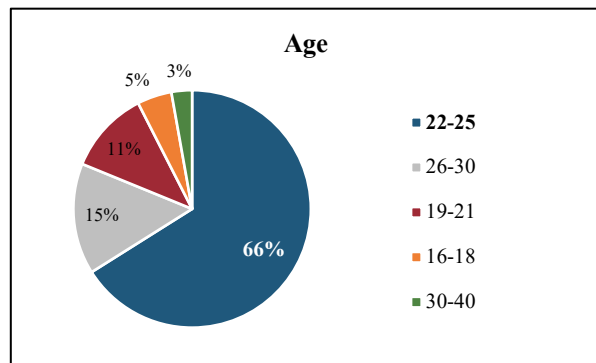
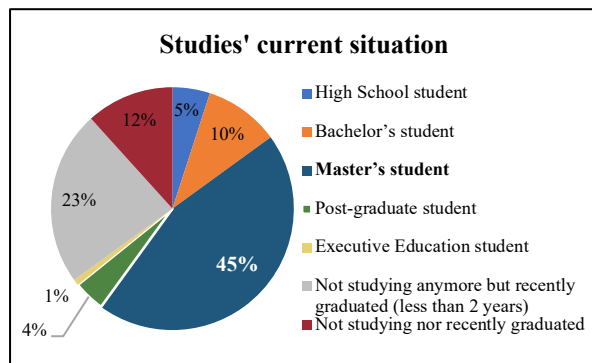
- Yes, absolutely
- Maybe, but I am not sure yet
- No, it won't influence my final choice

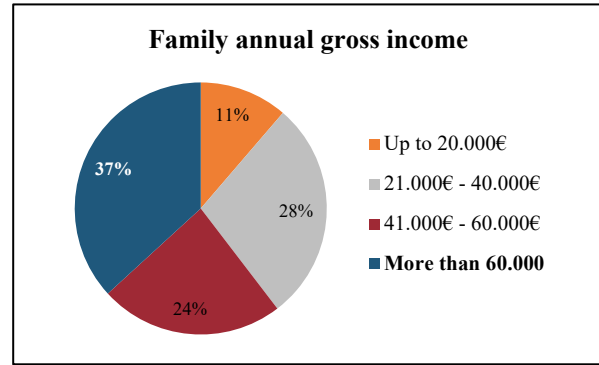
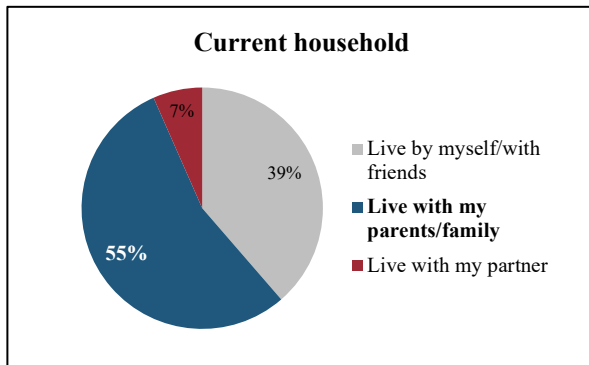
To what extent do you agree with the following statements?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Whenever I see that a business has a social impact mission and a social message behind, I am more willing to purchase their product or service					
Whenever I buy in these type of social businesses, I have my doubts about the authenticity of the project and if my money is really reverting for the cause					
When purchasing I never search to know more about the company itself, their values or mission					
I believe the government provides enough incentives and helps for the creation and implementation of social innovation projects					

OBRIGADA! Thank you, for your participation :)

Appendix 5 – Sample description (N=120)





Appendix 6 – New variable: Maximum amount of money willing to spend in a meal on campus - Mean and Standard Deviation

Statistics		
WhatIsTheMaximumAmountOfM		
N	Valid	106
	Missing	0
Mean		2.3302
Std. Deviation		.82487

Appendix 7 – Chi-square: Independent test between variables “Maximum amount of money willing to spend in a meal” “Type of meal preference”

What is the maximum amount of money that you are willing to spend in a meal at school/university? * What type of meal do you usually have?
Crosstabulation

Count		What type of meal do you usually have?			Total
		A larger meal (main course + soup and/or dessert + drink)	A quick snack (sandwich, wrap, etc)	One course (meat, fish, salad, pasta, etc)	
What is the maximum amount of money that you are willing to spend in a meal at school/university?	3€-5€	7	11	32	50
	6€-8€	4	9	18	31
	9€-10€	3	0	7	10
	Less than 3€	4	4	7	15
Total		18	24	64	106

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.088 ^a	6	.413
Likelihood Ratio	8.065	6	.233
N of Valid Cases	106		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.70.

Appendix 8 – Crosstabulation between variables “Have you ever heard of the term social enterprises before” and “if social enterprise products or services cost more than similar products, are you still willing to pay for it?”

Have you ever heard of the term “social enterprises” before? * If social enterprise products or services cost more than similar products, are you still willing to pay for it? Crosstabulation					
Count		If social enterprise products or services cost more than similar products, are you still willing to pay for it?			Total
		I don't have an opinion yet	No, I'm not willing to spend more	Yes, I'm willing to spend more	
Have you ever heard of the term “social enterprises” before?	No	21	13	11	45
	Yes	20	11	30	61
Total		41	24	41	106

Appendix 9 – Converting Text (string) data to Numeric data

```
RECODE Have you ever heard of the term “social enterprises” before? ('Yes'=1) ('No'=2) INTO haveyoueverheardofthetermsocialenterprisesbeforenum
```

```
RECODE If social enterprise products or services cost more than similar products, are you still willing to pay for it? ('Yes, I'm willing to spend more'=1) ('No, I'm not willing to spend more'=2) ('I don't have an opinion yet'=3) INTO ifsocialenterpriseproductsorservicescostmorethansimilarproductsareyoustillwillingtopayforit?
```

Appendix 10 – Pearson Correlation between new numeric variables

Correlations			
		HaveYouEver HeardOfThe TermSEBeforeNum	IfSEProductsS ervicesCostM oreAreYouWil lingToPay
HaveYouEverHeardOfTh eTermSEBeforeNum	Pearson Correlation	1	.217*
	Sig. (2-tailed)		.025
	N	106	106
IfSEProductsServicesCost MoreAreYouWillingToPay	Pearson Correlation	.217*	1
	Sig. (2-tailed)	.025	
	N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 11 – Chi-square: Independent test between variables “Have you ever heard of Social Enterprises” and “Family Annual Income”

Crosstab				
Count		HaveYouEverHearOfSocialEnterprises		Total
		No	Yes	
FamilyAnnualIncome	21.000€ – 40.00	17	13	30
	41.000€ – 60.00	10	15	25
	More than 60.000	9	30	39
	Up to 20.000€	9	3	12
Total		45	61	106

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.739 ^a	3	.003
Likelihood Ratio	14.186	3	.003
N of Valid Cases	106		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.09.

Appendix 12 – Pearson Correlation between numeric variables

Correlations			
		HaveYouEverHearOfSocialEnterprisesNum	AreYouFamiliarizedWithSocialInnovationConceptNum
HaveYouEverHearOfSocialEnterprisesNum	Pearson Correlation	1	.230 [*]
	Sig. (2-tailed)		.018
	N	106	106
AreYouFamiliarizedWithSocialInnovationConceptNum	Pearson Correlation	.230 [*]	1
	Sig. (2-tailed)	.018	
	N	106	106

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 13 – Misconceptions: Frequency tables

Social enterprises focus equally on profit and mission as traditional businesses do					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	22	20.8	20.8	20.8
	Somewhat agree	13	12.3	12.3	33.0
	Somewhat disagree	32	30.2	30.2	63.2
	Strongly agree	7	6.6	6.6	69.8
	Strongly disagree	32	30.2	30.2	100.0
	Total	106	100.0	100.0	

Social enterprise is a good idea, but it is not a sustainable business in a long-term perspective					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	31	29.2	29.2	29.2
	Somewhat agree	16	15.1	15.1	44.3
	Somewhat disagree	22	20.8	20.8	65.1
	Strongly agree	6	5.7	5.7	70.8
	Strongly disagree	31	29.2	29.2	100.0
	Total	106	100.0	100.0	

Every non-profit business is considered as a social enterprise					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither agree nor disagree	28	26.4	26.4	26.4
	Somewhat agree	12	11.3	11.3	37.7
	Somewhat disagree	29	27.4	27.4	65.1
	Strongly agree	7	6.6	6.6	71.7
	Strongly disagree	30	28.3	28.3	100.0
	Total	106	100.0	100.0	

Appendix 14 – Level of Social Misconceptions new variable: Descriptive Statistics – Mean and Standard Deviation

Statistics		
Social misconceptions		
N	Valid	106
	Missing	0
Mean		2.4088
Median		2.3333
Std. Deviation		.92729
Variance		.860

Appendix 15 – Chi-square: Independent test between variables in order to study the impact of the provided information about Café Joyeux on the purchasing final decision

**If you were confronted with these two meal options, what would it be your first choice? *
After reading this, and independently of your previous answer, would you change your decision about your lunch option? Crosstabulation**

			After reading this, and independently of your previous answer, would you change your decision about your lunch option?			
			Maybe, but I am not sure yet	No, it won't influence my final choice	Yes, absolutely	Total
If you were confronted with these two meal options, what would it be your first choice?	Option 1	Count	26	11	14	51
		Expected Count	20.2	14.4	16.4	51.0
		% within If you were confronted with these two meal options, what would it be your first choice?	51.0%	21.6%	27.5%	100.0%
		% within After reading this, and independently of your previous answer, would you change your decision about your lunch option?	61.9%	36.7%	41.2%	48.1%
	Option 2	Count	16	19	20	55
		Expected Count	21.8	15.6	17.6	55.0
		% within If you were confronted with these two meal options, what would it be your first choice?	29.1%	34.5%	36.4%	100.0%
		% within After reading this, and independently of your previous answer, would you change your decision about your lunch option?	38.1%	63.3%	58.8%	51.9%
Total	Count	42	30	34	106	
	Expected Count	42.0	30.0	34.0	106.0	
	% within If you were confronted with these two meal options, what would it be your first choice?	39.6%	28.3%	32.1%	100.0%	
	% within After reading this, and independently of your previous answer, would you change your decision about your lunch option?	100.0%	100.0%	100.0%	100.0%	

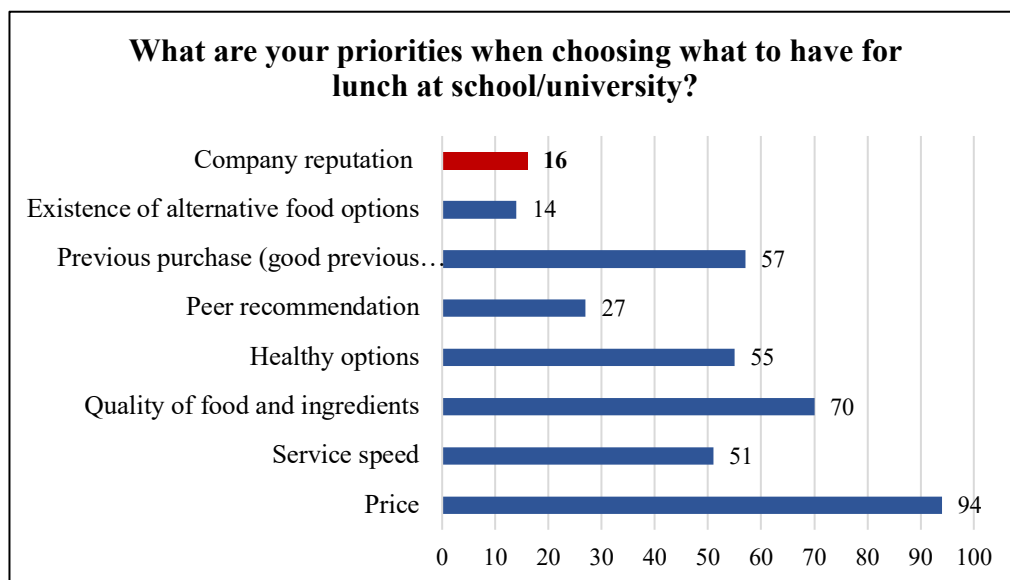
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.430 ^a	2	.066
Likelihood Ratio	5.477	2	.065
N of Valid Cases	106		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.43.

		Value	Approximate Significance
Nominal by Nominal	Phi	.226	.066
	Cramer's V	.226	.066
N of Valid Cases		106	

c. Correlation statistics are available for numeric data only.

Appendix 16 – Priorities when choosing what to have for lunch at school/university



Appendix 17 – Chi-square: Independent test between variables “Have you ever heard of the term social enterprise before” and “Would you change your decision about your lunch option?”

Have you ever heard of the term “social enterprises” before? * After reading this, and independently of your previous answer, would you change your decision about your lunch option? Crosstabulation

Count

		After reading this, and independently of your previous answer, would you change your decision about your lunch option?			Total
		Maybe, but I am not sure yet	No, it won't influence my final choice	Yes, absolutely	
Have you ever heard of the term "social enterprises" before?	No	18	14	13	45
	Yes	24	16	21	61
Total		42	30	34	106

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.468 ^a	2	.791
Likelihood Ratio	.469	2	.791
N of Valid Cases	106		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.74.

Appendix 18 – Frequency Tables

Whenever I See That A Business Has A Social Impact Mission I'm More Willing To P					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	2.8	2.8	2.8
	2	7	6.6	6.6	9.4
	3	19	17.9	17.9	27.4
	4	43	40.6	40.6	67.9
	5	34	32.1	32.1	100.0
	Total	106	100.0	100.0	

I Have My Doubts About The Authenticity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	9.4	9.4	9.4
	2	25	23.6	23.6	33.0
	3	31	29.2	29.2	62.3
	4	35	33.0	33.0	95.3
	5	5	4.7	4.7	100.0
	Total	106	100.0	100.0	

I Never Search To Know More About The Company Itself					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.7	4.7	4.7
	2	29	27.4	27.4	32.1
	3	27	25.5	25.5	57.5
	4	33	31.1	31.1	88.7
	5	12	11.3	11.3	100.0
	Total	106	100.0	100.0	

I Believe Government Provides Enough Incentives For These Projects					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	42	39.6	39.6	39.6
	2	33	31.1	31.1	70.8
	3	23	21.7	21.7	92.5
	4	6	5.7	5.7	98.1
	5	2	1.9	1.9	100.0
	Total	106	100.0	100.0	

Appendix 19 – Descriptive Statistics: Mean and Standard Deviation

		Statistics			
		Whenever I See That A Business Has A Social Impact I'm More Willing To Pay	I Have My Doubts About The Authenticity	I Never Search To Know More About The Company Itself	I Believe Government Provides Enough Incentives For These Projects
N	Valid	106	106	106	106
	Missing	0	0	0	0
Mean		3.92	3.00	3.17	1.99
Std. Deviation		1.011	1.069	1.100	1.009