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**Empowering Social Entrepreneurship through Education
the Case of Al-Quds University**

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Empowering Social Entrepreneurship through Education the Case of Al-Quds University

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Dedication

To the most important person in my life, my gorgeous son Charbel, a gift from God that made me the most joyful person in the whole wide world, he bore with me the exhaustion of studying and the periods I used to spend in study; he was my hope and strength in the challenges.

To the one who has been my inspiration in life, the person I am honored to call my father, who has given me everything he has in order to fulfill his dreams for me. The one whose love has propelled me towards success, the only one who has made great sacrifices for my education, my first example and my initial guidance, who has always believed in me, supported and encouraged me at every stage of my life. My dear father, may God grant you a long life and bless your kindness.

To the one who has given me her boundless love, the warmth of her embrace, and the sincerity of her prayers, to my source of strength and hope when I considered giving up. Her prayers have always guided me, even before my mistakes, clearing my path, and her smile has been my healing and solace. To the incredible woman who has given me unwavering love and support, my dear mother, may God keep you blessed with us.

To my sister and brothers, who have always stood by my side, offering encouragement and unconditional love, and to my friends and colleagues for their support and understanding. I had vowed to make you all proud, and I hope that I have fulfilled that promise. I am determined that this will not be my last accomplishment.

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In the beginning, I thank God, Lord of the Worlds, for creating and guiding the steps so that this work could possibly be achieved with his blessing and success. I praise him a great deal both at the beginning and at the moment of completion.

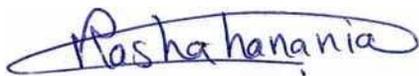
I would like to express my heartfelt appreciation and gratitude to my thesis supervisor, Dr. Radwan Qasrawi, who gave me a lot of his time as well as his generosity, impeccable ethics, and distinct style in following up on the thesis, which had the largest impact in helping me complete it.

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I would also like to express my heartfelt appreciation and gratitude to the entire crew on the faculty of Business Administration at Al-Quds University and all those who had helped directly or indirectly towards.

Declaration

I Certify that this thesis submitted for the degree of Master, is the result of my own research, except where otherwise acknowledged, and that this study (or any part of same) has not been submitted for a higher degree to any other university of institution.

A handwritten signature in blue ink that reads "Rasha Hanania". The signature is written in a cursive style and is enclosed within a hand-drawn oval shape.

Rasha Anton Hanania

Date: 27/8/2023

Empowering Social Entrepreneurship through Education the Case of Al-Quds University

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Abstract

This study looks into the role played by universities in Palestine empowering social entrepreneurship. This study aimed to investigate the influence of AQU 's role as a case study in fostering social entrepreneurship and empowering social entrepreneurship among its students. The study uses an analytical descriptive method as it's best suited for this research topic. This method focuses on describing, analysing, comparing, and assessing to form general ideas that boost knowledge and science. Data and information needed for the study came from two places. The first is a custom-made questionnaire that helps examine the search criteria, and the second is a review of past studies and writings on the topic to form a theoretical framework. The researcher used a questionnaire to collect primary data from a sample of 585 students, 95% of the questionnaires were retrieved.

The study identifies six independent variables based on previous research and theoretical frameworks, including curriculum and education, incubation and acceleration, research and innovation, partnerships and collaborations, awareness and outreach, and alumni network and support.

The results indicate a statistically significant effect between the independent variables, and the dependent variable (Empowering Social Entrepreneurship). There are statistically significant differences in the level of empowering social entrepreneurship among students in Al Quds University due to some of the characteristics of these students, specifically their age, the college where they are studying, and academic level, but not their gender. Specifically, age, the college, where the students are studying, and academic level have statistically significant effects. In this case, we can see that age, the college where the students are studying, and academic level have a statistically significant effect on these variables on the level of empowering social entrepreneurship among students in Al Quds University. On the other hand, gender does not have a statistically significant effect.

The study recommends that AQU and other universities in Palestine develop courses and programs that focus on social entrepreneurship, encourage collaboration and networking, provide resources and funding, foster a culture of innovation, and partner with local organizations. Additionally, the study recommends that universities consider incorporating social entrepreneurship topics into their curriculum, such as impact investing, community development, social innovation, corporate social responsibility, public policy and social entrepreneurship, social entrepreneurship and international development, social entrepreneurship and education, and social entrepreneurship healthcare.

Keywords: Al Quds University; social entrepreneurship; social entrepreneurship in Palestine.

Table of Contents

Declaration.....	i
Abstract.....	ii
Table of Contents.....	iii
List of Tables.....	v
List of Figures.....	vii
List of Annexes.....	viii
1.Chapter One: General Framework of Study.....	1
1.1 Introduction.....	1
1.2 Study Problem.....	2
1.3 Significance of Study.....	2
1.3.1. Practical Significance.....	3
1.3.2. Theoretical Significance.....	3
1.4 Study Objectives.....	3
1.5 Study questions.....	4
1.6 Study hypotheses.....	4
1.7 Study Model.....	5
1.8 Distinctions of Study.....	5
1.9 Definition of key terms.....	6
1.10 Structure of Study.....	7
2.Chapter Two: Theoretical Background and Literature Review.....	8
2.1 Theoretical Background.....	8
2.1.1. Introduction.....	8
2.1.2. The Concept of Social Entrepreneurship.....	9
2.1.3. Theories of Social Entrepreneurship.....	11
2.1.3.1. Planned Behavior Theory.....	11
2.1.4. Characteristics of Social Entrepreneurs.....	13
2.1.5. Role of social Entrepreneurship.....	15
2.1.6. Social Entrepreneurship in Higher Education.....	18
2.1.6.1. Needs of Social Entrepreneurship in Higher Education.....	19
2.1.6.2. Challenges Faced by Social Entrepreneurship in Higher Education.....	21
2.1.7. Social Entrepreneurship in Palestinian Universities.....	23
2.2 Literature Review.....	24

2.2.1. Curriculum and Education	25
2.2.2. Incubation and Acceleration	26
2.2.3. Research and Innovation.....	27
2.2.4. Partnerships and Collaborations	28
2.2.5 Awareness and Outreach.....	29
2.2.6. Alumni Network and Support.....	31
3. Chapter Three: Approach and Methodology.....	33
3.1 Research Design	33
3.2. Study Population	34
3.3. The Study Sample	34
3.4. Instrument for Data Collection.....	34
3.5. Validity of the Questionnaire	35
3.6. Reliability of the Questionnaire	35
3.7. Correction Key	36
3.8. Statistical Methods.....	37
3.9. Determinants of the study	37
3.9.1 Temporal determinants	37
3.9.2 Spatial determinants	37
3.9.3. Objective boundaries:.....	38
4. Chapter Four: Results and Discussion	39
4.1 Research Sample Description.....	39
4.2 Findings and Results.....	40
4.2.2. Analysis of search variables:	42
4.2.2.1 Role of Curriculum and Education on the Empowering Social Entrepreneurship:	42
4.2.2.2. Role of Research and Innovation on the Empowering Social Entrepreneurship:	43
4.2.2.3. The Empowering Social Entrepreneurship:	50
4.2.3. Hypothesis testing and Discussions.....	55
4.2.4 Multiple Logistic Regression	66
5. Chapter Five: Conclusions and Recommendations.....	68
5.1 Conclusions	68
5.2 Recommendations	69
References.....	72
ملخص.....	99

List of Tables

Table No.	Title	Page
Table (1)	Different perspectives used in social entrepreneurship	10
Table (2)	Structure of the questionnaire	34
Table (3)	Cronbach's Alpha Coefficients for the university's role in fostering Social Entrepreneurship dimensions	35
Table (4)	Cronbach's Alpha Coefficients for skills and knowledge that students gain in the field of social entrepreneurship dimension	36
Table (5)	Correction key of the questionnaire responses	36
Table (6)	Sociodemographic Variables of the sample	39
Table (7)	ANOVA (Sec2 independents * demographics): The Role of Al Quds University and Empowering Social Entrepreneurship	40
Table (8)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Curriculum and Education	42
Table (9)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Research and Innovation	43
Table (10)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Incubation and Acceleration	45
Table (11)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Partnerships and Collaborations	46
Table (12)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Awareness and Outreach	47
Table (13)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Alumni Network and Support	49
Table (14)	Analysis of the Knowledge Dimension of Empowering Social Entrepreneurship	50
Table (15)	Analysis of the dimension of the Role of Al Quds University on the Empowering Social Entrepreneurship related to the Students' Personal Skills	52

Table (16)	Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to Management Skills	53
Table (17)	Correlations between the role of Al Quds University in fostering social entrepreneurship and the empowerment of social entrepreneurship (Sec2 Independents* Sec3 Dependent)	55
Table (18)	Coefficients ^a : The role of Al Quds University and the empowerment of social entrepreneurship	56
Table (19)	ANOVA ^a : The role of Al Quds University and the empowerment of social entrepreneurship (Sec2 Independents * Sec3 Dependent) - scale	57
Table (20)	Correlations, ANOVA, and Coefficients: Curriculum and Education and the Empowerment of social entrepreneurship	58
Table (21)	Correlations, ANOVA, and Coefficients: Incubation and Acceleration and the Empowerment of social entrepreneurship	59
Table (22)	Correlations, ANOVA, and Coefficients: Research and Innovation and the Empowerment of social entrepreneurship	60
Table (23)	Correlations, ANOVA, and Coefficients: partnerships and collaborations and the Empowerment of social entrepreneurship	61
Table (24)	Correlations, ANOVA, and Coefficients: awareness and outreach and the Empowerment of social entrepreneurship	62
Table (25)	Correlations, ANOVA, and Coefficients: Alumni Network and Support and the Empowerment of social entrepreneurship	63
Table (26)	ANOVA (“Sec2 Independents & demographics” * Sec3 Dependent) – Category: Differences in sample answers about the effect of the role of Al Quds University and the empowerment of social entrepreneurship among students in Al Quds University due to (gender, age, the college, and academic level).	66
Table (27)	Multiple logistic regression analysis evaluating the impact of demographic and educational variables on different factors of social entrepreneurship.	67

List of Figures

Figure No.	Title	Page
Figure (1)	Study Model	5

List of Annexes

Annex	Title	Page
Annex (1)	Questionnaire	82
Annex (2)	Arbitrators	89
Annex (3)	Questionnaire in Arabic	90

1. Chapter One: General Framework of Study

In this chapter the reader will learn about "Social Entrepreneurship". By providing the reader with the study's history and context, the research question, followed by a discussion of the study's goals, significance, and hypotheses in the current environment, this research is crucial and is generating interest among academics worldwide, particularly in Palestine. Al-Quds University will be used as a case study.

1.1 Introduction

Social entrepreneurship, as an innovative strategy to tackle societal challenges, has garnered considerable recognition in recent times. The current swiftly evolving global learning community demands that universities instill entrepreneurial traits in their culture, including social entrepreneurship, to stay competitive (Aheristo, 2020). Scholars are appreciating social entrepreneurship for its potential to mold individuals with the ability to solve social problems (Kummitha & Majumdar, 2015). An essential aspect that underscores its relevance is that the financial success of social entrepreneurship supports the growth and sustainability of social enterprises, benefiting both society and business sectors and transforming market dynamics (Du et al., 2020).

Despite its relatively recent emergence and inherent complexity, social entrepreneurship has managed to earn acceptance in several domains such as academia, public policy, and business. Policymakers and economists view it as a significant propellant for a more ethical and inclusive economic expansion. The interest in social entrepreneurship has resulted in the evolution of the concept of the 'entrepreneurial university', that is, higher education institutions that promote entrepreneurial activity, innovation, and knowledge transfer (Chanphirun & van der Sijde, 2014). These institutions strive to bridge the gap between societal expectations and their capacity to fulfill them without compromising their existing structures. Their mission is to innovate solutions to societal issues, generate employment, and contribute to economic growth.

Entrepreneurial universities are central to economic growth, particularly in terms of job creation and innovation (Etzkowitz, 2003). They encourage entrepreneurial activities, innovation, and knowledge transfer, resulting in the development of new businesses, technologies, and products that stimulate economic expansion. These universities cultivate an entrepreneurial mindset in students and faculty, equipping them with the necessary skillset and knowledge to establish and expand their businesses.

Moreover, entrepreneurial universities can potentially contribute to social and environmental sustainability. By concentrating on social entrepreneurship, universities can address societal issues and promote comprehensive economic growth. As noted by Aheristo (2020), nurturing entrepreneurship within universities is vital for them to remain significant in the rapidly changing global landscape.

Despite the prospective advantages of social entrepreneurship for universities, several challenges persist, including a lack of awareness and understanding, resource limitations, institutional barriers, lack of faculty engagement, difficulties in balancing social and economic objectives, and challenges in sustaining impact (Mair et al., 2015).

In Palestine, there's promising potential for the development of a unique business model known as social enterprise, designed to generate income for the poor or supply essential products and services. On July 28, 2017, Bethlehem University and the Yunus Center in Dhaka, Bangladesh, signed a Memorandum of Understanding, paving the path for Bethlehem University's Faculty of Business Administration to establish the Yunus Social Business Center (YSBCBU). Social enterprises can grow and yield long-lasting social impact. However, in Palestine, the Palestinian Authority's dependence on international aid, an overly bureaucratic public sector, structural unemployment, fiscal shock, deep-rooted political instability and Israeli occupation, impede the government's capacity to meet the societal needs of the people. The urgent social demands, high unemployment rates, and negative trade deficit underscore the necessity for a robust private sector capable of fulfilling the requirements of the Palestinian people, absorbing structural unemployment, addressing social needs locally, and lessening dependency on imports (Bisceglia, 2021).

1.2 Study Problem

Social entrepreneurship embodies the fusion of a strong commitment to social causes with the innovation, diligence, and persistence typically found in the commercial sector. It encompasses activities that prioritize social good over profit, striving to address pressing challenges such as poverty, global warming, and growing economic inequality, social entrepreneurship is considered by many as a practical solution to these critical social issues (Lackéus, 2015).

The Palestinian community grapples with numerous socio-economic challenges, including poverty, unemployment, inadequate healthcare, and immigration, which contribute to a widening socio-economic gap. Social entrepreneurship has emerged as a viable model for fostering community development and addressing these social challenges. Universities, as agents of community development, have played a significant role in cultivating a culture of social entrepreneurship. In recent years, social entrepreneurship has been integrated into higher education curricula, with institutions like Al-Quds University incorporating it into their strategies for community service and development.

As a result, the research will address the following question:

What is The Role of Al Quds University in Empowering Social Entrepreneurship?

1.3 Significance of Study

Given the challenging conditions that exist in Palestine, this study is significant because it sheds light on a topic that is crucial for Palestinian citizens. Additionally, encouraging social entrepreneurship among university students would encourage students to engage in community service.

In addition to proposing a model that integrates findings from earlier research in the field, this study will offer insight into entrepreneurial university models and greatly advance the entrepreneurial skills of students, through suggest a recommendation in light of the study's findings, that will help Al-Quds University play a significant role in encouraging social entrepreneurship among its students as well as fostering a culture of creativity and social

responsibility. Last but not least, it will clearly define the role that universities are to play in creating learning environments that encourage entrepreneurial mindsets, thinking, practices, and activities. This work is therefore important from a theoretical and practical standpoint.

1.3.1. Practical Significance

The practical significance of this study can be explained by the following:

- ❖ Educating political leaders, university administrators, and students about the value of social entrepreneurship and fostering a culture of it among them are some of the ways in which this study supports social entrepreneurs in Palestine to launch their enterprises.
- ❖ The study's findings assist administrators at universities and representatives from the Ministry of Higher Education in identifying the challenges they must overcome to foster a culture of social entrepreneurship among students.
- ❖ Decision-makers in institutions and the Ministry of Higher Education can use the study's findings to inform decisions about how to incorporate a culture of social entrepreneurship into instruction across a range of disciplines.

The above illustrates the practical importance of presenting a model for university empowerment of social entrepreneurship, and Al-Quds University will be the case in this study.

1.3.2. Theoretical Significance

The theoretical significance of this study lies in the potential for understanding how higher education institutions can contribute to addressing pressing social challenges. This research can provide insights into the strategies, initiatives, and partnerships that universities can develop to foster a culture of social innovation and entrepreneurship among their students, faculty, and staff.

By examining the specific case of Al-Quds University, researchers can gain a deeper understanding of the unique challenges and opportunities faced by universities in the Palestinian context. This knowledge can then be applied to other universities and regions, helping to develop more effective and contextually relevant approaches to empowering social entrepreneurship.

The study's findings can also contribute to the broader field of social entrepreneurship research, providing insights into the role of education in fostering social innovation and the potential for universities to act as catalysts for positive social change. This research can inform policy and practice, helping universities and other stakeholders to better support social entrepreneurs and maximize their impact on society.

1.4 Study Objectives

The role of Al Quds University in fostering social entrepreneurship is examined in this study. In order to achieve the main aim, the following specific objectives must be fulfilled:

1. To assess the situation of social entrepreneurship in Al-Quds University today and to pinpoint its main motivators and obstacles.
2. To evaluate the results of university programs and activities in encouraging social entrepreneurship among alumni and current students.
3. To research how university alliances and partnerships support social entrepreneurship programs.
4. To assess how well university-based social entrepreneurship incubation and acceleration programs work.
5. to determine the best approaches and tactics that universities may use to boost their assistance for social entrepreneurship and increase the impact.
6. To make suggestions for how universities might become more effective at encouraging social entrepreneurship and generating beneficial social impact.

1.5 Study questions

This study aims to answer the following questions in addition to the main question:

1. To what extent has the university provided educational opportunities for students to learn about social entrepreneurship (e.g. courses, workshops, guest speakers)?
2. Has the university provided support for students to develop their own social ventures (e.g. incubation and acceleration programs, funding opportunities)?
3. Does the university have partnerships or collaborations with organizations, businesses, or government agencies that are committed to empowering social change?
4. Does the university conduct research on social entrepreneurship and provide opportunities for students to get involved in this research?
5. Does the university provide opportunities for students to connect with and learn from successful social entrepreneurs (e.g. networking events, mentorship programs)?
6. How successful have the university's efforts been at encouraging social entrepreneurship and fostering the expansion and development of social ventures?

1.6 Study hypotheses

Each of the following hypotheses will be examined in order to respond to the study's questions and accomplish its goals:

1. (H1: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between the role of Al Quds University in fostering social entrepreneurship and the empowerment of social entrepreneurship among students at Al Quds University.
2. H2: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between curriculum and education and the empowerment of social entrepreneurship among students at Al Quds University.
3. H3: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between incubation and acceleration and the empowerment of social entrepreneurship among students at Al Quds University.
4. H4: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between research and innovation and the empowerment of social entrepreneurship among students at Al Quds University.

5. H5: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between partnerships and collaborations and the empowerment of social entrepreneurship among students at Al Quds University.
6. H6: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between awareness and outreach and the empowerment of social entrepreneurship among students at Al Quds University.
7. H7: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between alumni network and support and the empowerment of social entrepreneurship among students at Al Quds University.
8. H8: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of empowerment of social entrepreneurship among students at Al Quds University, due to the characteristics of these students (gender, age, college, and academic level).

1.7 Study Model

Figure (1) depicts the research model, evaluating the Role of Al Quds University (independent variables) and Empowering Social Entrepreneurship (the dependent variable). In building the model, the researcher relied on many studies, including: Gonzalez, and Ramirez-Montoya, (2021), Klafe, (2021), Buana, and Masjud (2020), Sutha, and Sankar (2016), and Lekhanya, (2015).

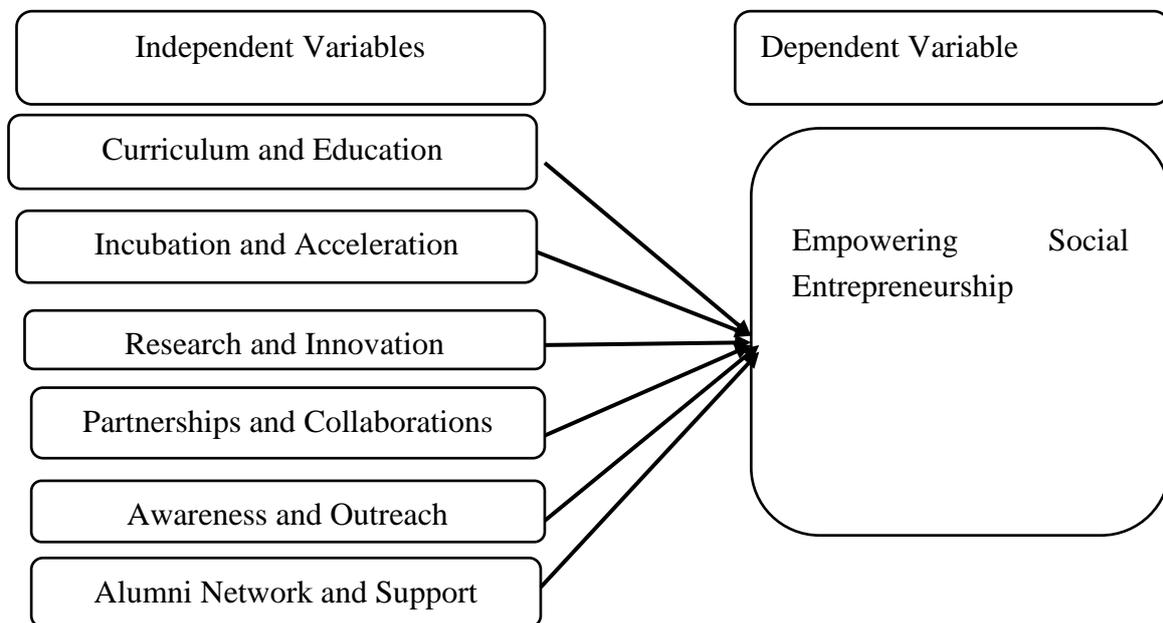


Figure (1): Study Model
Source: by researcher.

1.8 Distinctions of Study

This research is critical in today's context, attracting global academic interest, particularly in Palestine. Using Al-Quds University as a case study, this research examines the role that higher education institutions should play in empowering social entrepreneurship. Al-Quds

University implements several procedures, initiatives, and events aimed at fostering social entrepreneurship among students, faculty, and staff, aligned with its mission and vision in this field. Additionally, it collaborates with other Palestinian institutions to support this role by creating the necessary curriculum for teaching social entrepreneurship.

Recognizing the limited research in this area specific to Palestine, this study proposes a practical approach for Al Quds University to bolster social entrepreneurship. It does so by evaluating the current state of social entrepreneurship and associated activities at the university. The study also explores additional factors that could effectively enhance social entrepreneurship, including curriculum and education, incubation and acceleration, research and innovation, partnerships and collaborations, awareness and outreach, and support through alumni networks.

To benefit Al-Quds University or any other Palestinian university, this research will integrate the findings from existing literature with practical programs and strategies that enhance the role of the university in nurturing social entrepreneurship.

1.9 Definition of key terms

Entrepreneurs are individuals who speculate about the future, dealing with its uncertainties. Their success or failure hinges on their ability to anticipate future trends accurately. Should their predictions prove incorrect, failure ensues (Ahmad & Seymour, 2008).

In more straightforward terms, an entrepreneur is a person who has a goal or idea they wish to achieve by initiating a project or business. They take associated risks for the prospect of profit and are driven to see the project to completion.

Meanwhile, social entrepreneurship involves business operators aligning their operations closely with the goal of creating social value, often with minimal personal financial gain. A social entrepreneur is defined as a person who combines a passion for a social mission with a business-like discipline, innovation, and determination, often seen in high-tech pioneers, for instance, those in Silicon Valley (Abu-Saifan, 2012).

Universities can promote social entrepreneurship through various means, including research and innovation. By studying social entrepreneurship, universities can identify successful strategies and develop new models for social enterprises. Universities can also foster innovation by providing incubation and acceleration programs, offering social entrepreneurs access to resources such as funding, mentorship, and networking opportunities (Mair & Marti, 2006). Moreover, universities can engage their local communities, partnering with local organizations and government agencies to tackle social problems. These partnerships

allow students to apply their knowledge and skills in real-world scenarios, contributing to positive social impact (Nicholls, 2010).

The model that universities can use to promote social entrepreneurship can be divided into several key elements, which include:

1. **Curriculum and Education:** Curriculum is a set of planned learning experiences, designed to achieve specific learning outcomes (Posner, 2016). Education, on the other hand, refers to the process of facilitating learning, which involves the acquisition of knowledge, skills, values, beliefs, and habits (OECD, 2018).
2. **Incubation and Acceleration:** Incubation involves providing startups with workspace and support services to aid their business development, with the goal of making them self-sustaining over time (Hackett & Dilts, 2004). Acceleration is a more intensive program designed to rapidly grow businesses (Lerner, 2012).
3. **Research and Innovation:** Research involves thoroughly investigating a topic or problem to produce new knowledge (Creswell, 2014). Innovation involves developing and implementing new ideas to provide value to individuals, organizations, or society (West & Farr, 1990).
4. **Partnerships and Collaborations:** refer to the act of working together and forming alliances between different entities, such as academic institutions, government departments, private sectors, non-governmental organizations, and international partners, to achieve common goals or address specific challenges. These collaborations can take various forms, including co-authoring research papers. Collaborative projects allow for access to international data, enhance generalizability of findings (Gunna, & Johansen 2022).
5. **Alumni Network and Support:** The alumni network is a community of graduates who support one another and promote the interests of the institution (Biemiller, 2007). Alumni support refers to assistance provided to graduates by the educational institution or program (Chen & Wang, 2018).

1.10 Structure of Study

There are five chapters in the study, and they are as follows:

Chapter One: This chapter will introduce the study, the problem statement, the importance, the main question, the objectives, the hypothesis, and the Distinctions.

Chapter Two: This chapter will focus on previous studies on the role of universities in empowering social entrepreneurship, and theoretical framework.

Chapter Three: This chapter will show the study's methodology, tools, and population.

Chapter Four: This chapter will discuss the results, including the answers to the study's questions.

Chapter Five: This chapter will summarize the results and recommendations driven by the study.

2. Chapter Two: Theoretical Background and Literature Review

The theoretical framework, which serves as the basis for this investigation, is presented in this chapter. Start by presenting an overview of entrepreneurship theory before discussing social entrepreneurship as a concept and phenomenon, theories of social entrepreneurship, the traits of social entrepreneurs, their roles in society, and social entrepreneurship in Palestinian universities. emphasizes the results of earlier research on how colleges might encourage social entrepreneurship.

2.1 Theoretical Background

2.1.1. Introduction

Entrepreneurs, which are a type of human capital capable of starting entrepreneurial projects that provide added value to society and contribute to achieving its goals, are one of the terms that have gained popularity recently and are fundamentally linked to the tools for achieving sustainable development. As a result, the subject of entrepreneurship has received increased attention from various nations. It paid clear attention to the need to develop the field of entrepreneurship, developing skills, trends, and entrepreneurial culture (Salamzadeh, et al., 2013).

Governments, non-governmental organizations, and businesses are all very interested in the idea of social entrepreneurship because it offers the possibility of resolving social issues that have an impact on our society but which none of the aforementioned sectors have been able to do using the established standard operating procedures (Monge, 2016)). Hence, Over the last two decades, there has been a steady growth of what is called social entrepreneurship (Bandinelli, 2017). This growth has been prompted by the increased focus on finding more social ways to behave as an organization with a social purpose rather than merely pursuing profit-making goals across entrepreneurial, government, and research industries (Mair & Marti, 2006).

The social aspects of changing higher education institutions nowadays are diverse, complex, and essential for supporting the security and social innovation systems. There is widespread agreement regarding this hotly debated topic that there is a growing daily gap between economic growth and well-being. In addition, the advent of entrepreneurial colleges with open-minded ideas has turned into one of the major forces driving both domestic and global social and economic progress (Nibedita & Petr, 2020).

The importance of HEIs to take over more societal functions besides their tasks as an academic institution (teaching and research) has increased over recent decades. HEIs train

employees for the public, private and third sectors and play a major role in tackling social and economic challenges. In order to study this issue, there is increased interest in developing social entrepreneurship at various institutions and among academics (Domanski et al., 2019).

2.1.2. The Concept of Social Entrepreneurship

The term "entreprendre" comes from French. It was first seen in a 1723 French dictionary called the *Dictionnaire Universel de Commerce* (Navale, 2013). The concept of entrepreneurship can be traced back to the writings of Richard Cantillon, an Irish-French economist from the late 17th and early 18th centuries. He described an entrepreneur as a person who buys something at a fixed price and sells it at a fluctuating price, taking the risk of the business while managing resources (Cuervo et al, 2007).

Entrepreneurship is considered an interesting yet complex idea in economics, as Baumol (1968) described. The challenge in defining it comes from the fact that it plays a crucial role in many fundamental functions, such as bringing the economic system towards or away from a balanced state. Entrepreneurship can improve the system's dynamic performance by continually creating new products, processes, or markets, or by enhancing efficiency for specific goals (Michael, 2009).

On the other hand, "social entrepreneurship" refers to a type of entrepreneurship that accounts for both the social and economic impacts of initiatives. Social entrepreneurship goes beyond just profit-making and looks at the social and environmental implications. Social entrepreneurs act as agents of change, striving to create social value through innovative ideas that address societal problems (Mohammed, 2019).

The term "social entrepreneurship" was first used by Bill Drayton in 1980 (Kumar et al., 2021). However, defining it precisely is challenging since different people and researchers perceive it differently (Mair and Mart, 2006; Zahra et al., 2018). The ambiguity gets compounded when the unclear term "social" is combined with the disputed term "entrepreneurship" (Zahra et al., 2018).

Many studies have tried to define social entrepreneurship. Dantyre, (2019) argues that social entrepreneurship merges business and social matters. Social entrepreneurs are concerned with societal benefits, not just making money. They make a profit, but their focus is on the social or environmental impact. According to UKEssays (2018), a social entrepreneur is a person who addresses significant societal issues using innovative ideas that haven't been successfully implemented by private, public, or nonprofit entities. As per Choi and Majumdar (2014), social entrepreneurship is fundamentally contentious, making it challenging to define uniformly.

Table (1): Different perspectives used in social entrepreneurship

Author/s & Year	Definition
SOCIAL ENTREPRENEURSHIP	
Herlina, & Fazriyah, (2020)	SE is a strategy used by people, groups, start-up businesses, or entrepreneurs to develop, finance, and implement solutions to social, cultural, or environmental challenges is known as social entrepreneurship. In this approach, profit is no longer the primary objective of business but rather a vehicle of achieving more expansive goals related to enhancing society and the environment.
Lapin, (2023)	SE is a private activity in the social economy whose main objective is to have a social impact rather than make a profit for its owners or shareholders.
Almeida, et al., (2022)	SE defines organizations or initiatives that, by producing and/or transacting goods or services, seek new solutions to persistent social problems, thus generating high social value, that deliberately subject their economic strategy to social priorities and place the social mission at the center of their concerns.
SOCIAL ENTREPRENEURS	
Samuelsson, & Witell, (2022).	Individuals who use their business abilities to develop novel responses to social issues and effect constructive social change are known as social entrepreneurs.
Nishikawa, (2021)	Social entrepreneurs are people who utilize their business acumen to develop novel responses to societal issues and effect constructive social change.
Liang, (2020)	People that mix business with social effect are known as social entrepreneurs. They use their resources and abilities to address social and environmental challenges.
SOCIAL ENTERPRISE	
Liptrap, (2021)	A social enterprise is a business that aims to generate profit while also addressing social or environmental issues.
Murphy et al., (2021)	Social enterprises are operational models that generate measurable value in multiple economic, social, and natural/ecological categories.

Source: by researcher.

O'Connor (2019) defines social entrepreneurs as business people who use their companies to deliver social value. Dacin et al., (2011), after reviewing existing literature, identified

four key elements of social entrepreneurship: the unique characteristics of social entrepreneurs, their activity context, their methods and resources, and their primary goals. Despite these definitions, there remains conceptual ambiguity in the field of social entrepreneurship research (Zahra et al., 2018).

Despite numerous academic theories and attempts to characterize social entrepreneurship, the research field continues to exhibit conceptual ambiguity (Zahra et al., 2018). Some of these definitions are shown in Table (1).

2.1.3. Theories of Social Entrepreneurship

Several scientific studies have endeavored to establish a scientific foundation for elucidating social entrepreneurial conduct. A crucial aspect of stimulating entrepreneurial activity is comprehending how individuals approach entrepreneurial behavior and their intention to participate in social entrepreneurship initiatives (Susetyo & Lestari, 2014). Numerous theories and models have been proposed to explicate social entrepreneurial behavior, Social Cognitive Theory (SCT), Theory of Social Entrepreneurial Event, and Planned Behavior Theory. This study will focus on Planned Behavior Theory.

2.1.3.1. Planned Behavior Theory

The Planned Behavior Theory posits that a person's views, subjective norms, and perceived behavioral control have an impact on their conduct. According to this theory, attitudes refer to an individual's evaluation of a particular behavior, while subjective norms reflect the perceived social pressure to perform or not perform the behavior. Perceived behavioral control, on the other hand, reflects the individual's perception of their ability to perform the behavior (Ajzen, 1991).

The Theory of Planned Behavior (TPB) is a social psychology concept that has been extensively applied to a number of areas, including consumer, environmental, and health behavior. The three elements of attitudes, subjective norms, and perceived behavioral control, in accordance with the theory, interact to establish a person's intention to engage in a specific conduct, which in turn forecasts the actual behavior (Ajzen, 1991).

Attitudes are formed by an individual's beliefs about the outcomes of the behavior and the evaluation of those outcomes as positive or negative. The desire to adhere to these subjective norms is reflected in the individual's judgment of what other people think they should or shouldn't do. Perceived behavioral control refers to the individual's beliefs about their ability to perform the behavior, taking into account both internal and external factors that may facilitate or hinder the behavior (Fishbein & Ajzen, 1975).

The TPB has been applied to various health behaviors, such as smoking cessation. For example, research has shown that an individual's attitude towards physical activity is strong predictors of their actual exercise behavior (Hagger et al., 2020).

The TPB has also been used to explain consumer behavior, such as purchase decisions for sustainable products. Research has shown that attitudes towards environmental protection, perceived social norms related to sustainable consumption, and perceived behavioral control over sustainable consumption are important predictors of the intention to purchase environmentally friendly products (Bamberg & Moser, 2007).

The TPB has also been expanded to include additional factors, such as emotions and habits, to better understand complex behaviors. For example, the Theory of Planned Behavior and Emotion (TPB-E) proposes that emotions can influence behavior by either enhancing or inhibiting the effects of the TPB factors (Conner & Armitage, 1998).

The TPB has been criticized for its reliance on self-reported measures of behavior and its limited ability to explain behaviors that are not fully under an individual's control. However, the theory remains a widely used framework for understanding and predicting behavior in various contexts.

In the field of social entrepreneurship, the trend toward social entrepreneurial behavior is a reflection of how the behavior is assessed and evaluated positively or negatively. This trend highlights the difference between the desire to work for oneself and the preference for being an employee. Self-norms and social norms represent the perceived social pressure to perform work, and they reflect the opinions of others about an individual's ability to take up entrepreneurship as a career, behavioral control as perceived, on the other hand, refers to how much an individual believes they can control their behavior in pursuing the activity in question. It indicates the simplicity or complexity of achieving the interest-generating behavior, and all these factors combine to influence the formation of entrepreneurial intention (Tsordia & Papadimitriou, 2015).

Krueger and Carsrud developed the entrepreneurial planned behavior theory model based on the planned behavior theory. This model suggests that starting a new business is a process influenced by three main factors: entrepreneurial orientation, which is developed from the perceived desire to start a business, perceived social norms for participating in entrepreneurial projects, and perceived control over entrepreneurial behavior (Tran & Korfflesch, 2016).

Accordingly, the theory of planned behavior takes into account personal and contextual factors, such as culture and environment, in shaping entrepreneurial intentions. The theory asserts that entrepreneurial behavior is the result of the interaction between an individual's personal attitude towards the behavior, society's perception of the value of the behavior, and the confidence of the subject in his or her capacity to fulfill the conditions necessary to achieve the behavior.

2.1.4. Characteristics of Social Entrepreneurs

Social entrepreneurs are individuals who are dedicated to creating innovative solutions to social problems. They are driven by a desire to make a positive impact on society and are willing to take risks in order to achieve their goals. Social entrepreneurs possess several key characteristics that set them apart from traditional entrepreneurs.

One characteristic of social entrepreneurs is their focus on creating social value. Unlike traditional entrepreneurs, who are primarily focused on generating profits, social entrepreneurs prioritize the creation of social value as their primary goal. They are driven by a desire to make a positive impact on society and to address social problems.

Their creative approach to problem-solving is another trait of social entrepreneurs. They are not content with traditional solutions to social problems and instead seek out new and creative approaches. They are willing to take risks and to experiment with new ideas in order to find innovative solutions.

Social entrepreneurs are also highly passionate and committed to their work. They are driven by a sense of purpose and are deeply committed to the social causes they are working to address. They are not motivated solely by financial gain, but rather by the desire to make a meaningful difference in the world.

Social entrepreneurs are highly resilient and adaptable. They face many challenges and obstacles in their work, but they are able to persevere in the face of adversity. They are skilled at adapting to changing circumstances and are able to pivot their strategies when necessary.

According to Sivathanu & V.Bhise (2013, p. 2),” Social entrepreneurship is the work of a social entrepreneur. A social entrepreneur is someone who recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to make social change. Whereas a business entrepreneur typically measures performance in profit and return, a social entrepreneur assesses success in terms of the impact s/he has on society”.

Social entrepreneurs are often motivated by a deep sense of empathy for those who are marginalized or disadvantaged in society. They are driven to create solutions that address the root causes of social problems and help to improve the lives of those in need. This empathetic approach is reflected in the way that social entrepreneurs work, as they often seek to involve the communities they serve in the development and implementation of their solutions. As Peredo & McLean, (2006, p.64) believed “Social entrepreneurship is exercised where some person or group: (1) aim(s) at creating social value, either exclusively or at least in some prominent way; (2) show(s) a capacity to recognize and take advantage of opportunities to create that value (“envision”); (3) employ(s) innovation, ranging from outright invention to adapting someone else’s novelty, in creating and/or distributing social value; (4) is/are willing to accept an above-average degree of risk in creating and disseminating social value; and (5) is/are unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture”.

Social entrepreneurs also tend to be highly collaborative and focused on building partnerships. They recognize that creating real and lasting change requires the involvement of many different stakeholders, including government agencies, NGOs, and private sector organizations. Social entrepreneurs are skilled at building relationships and working collaboratively to bring together diverse groups of people and organizations to achieve common goals. According to Mthembu, and Barnard, (2019 P. 148), "Despite differences in definitions, the underlying driver is to create social value, characterised by innovation or the creation of something new. Social entrepreneurship is primarily driven by the social problem being addressed, and a social enterprise should take a format that mobilizes the resources needed to address that problem most effectively. Social entrepreneurship can therefore follow different avenues".

The capacity to think creatively and develop original solutions to social problems is a crucial trait of social entrepreneurs. They are not content to simply apply existing solutions to new contexts, but instead, seek to develop new approaches that are tailored to the specific challenges they are addressing. Social entrepreneurs are often able to see connections between seemingly unrelated problems, which allows them to develop solutions that are innovative and effective. As the Skoll Foundation (2021) notes, social entrepreneurs are change makers who use their creativity and resourcefulness to develop new and effective ways of solving social problems.

The capacity for risk-taking and resiliency in the face of difficulties is another crucial quality of social entrepreneurs. They often face significant obstacles and opposition as they work to create change, and must be willing to take risks and try new approaches in order to succeed. Social entrepreneurs are also highly resilient, able to bounce back from setbacks and learn from failures in order to refine their strategies and achieve their goals. As the

Schwab Foundation for Social Entrepreneurship (2019) notes, social entrepreneurs are pioneers who are willing to take risks, learn from failure, and persevere in the face of challenges".

In summary, social entrepreneurs possess a range of key characteristics that set them apart from traditional entrepreneurs. They are motivated by a desire to create social value, innovative in their approach to problem-solving, passionate and committed to their work, collaborative and partnership-focused, creative and risk-taking, and resilient in the face of challenges. By leveraging these characteristics, social entrepreneurs are able to create positive change in the world and help to address some of the most pressing social problems of our time.

According to Sunley, (2019), the subject of characteristics is an independent subject, but rather a presentation of the personal formation of individuals in general. Entrepreneurial characteristics are personal and feature abilities that an entrepreneur possesses, which he needs to successfully manage his organization in defining his methods of behavior in various situations he may face, or the role he performs depending on the type of tasks required to be implemented. Here are some characteristics of entrepreneurship that can be considered the key to success in the new project, as follows:

- Ability to better identify potential project opportunities than others, as it focuses on opportunity, not on problems, and an attempt to take advantage of failure. Entrepreneurs are goal-oriented and have a powerful influence on the emerging culture of the organization. They are able to visualize where the organization is going, and therefore they are able to provide a strong sense of strategic orientation.
- The feeling of an urgent need to make it practical oriented, they have a high need for achievement, which motivates them to put their ideas into practice that they tend to be in the internal position of censorship leading them to believe that they can determine their fate through their own behavior. They also have a much greater ability to tolerate ambiguity and tension than to create many organizations.
- Detailed knowledge of the keys to industry success that makes their work their lives.
- Get external help to support their skills, knowledge, and abilities, as time passes, it creates a network of people with basic skills and knowledge who can be called businessmen to obtain support.

2.1.5. Role of social Entrepreneurship

Social entrepreneurship plays an important role in addressing social problems and creating positive change in society. Social entrepreneurs use innovative business models and strategies generate and maintain social value, generally focusing on the requirements of marginalized or underserved communities. They focus on creating solutions to social

problems rather than maximizing profits and aim to create sustainable and long-lasting impacts (Mair Marti, 2006).

According to Mair and Marti (2006, P. 37), social entrepreneurship is "the process of creating and sustaining a social enterprise, which is a venture that seeks to provide innovative solutions to social problems and create positive social change through the use of business practices." Social entrepreneurs use their entrepreneurial skills to create innovative solutions to social problems, such as poverty, unemployment, healthcare access, and environmental degradation. They often work in partnership with other organizations and stakeholders to create sustainable and impactful change.

One example of a successful social entrepreneurship venture is TOMS Shoes, founded by Blake Mycoskie. For every pair of shoes purchased, TOMS donates a pair to a child in need. Over 100 million pairs of shoes have been given by TOMS to children in need in more than 70 countries under its "One for One" approach (TOMS, 2021). TOMS Shoes has also expanded its social impact beyond footwear, with initiatives focused on providing clean water, improving maternal health, and supporting mental health.

Social entrepreneurship has the potential to create significant social impact and address some of the world's most pressing problems. It can also inspire and motivate others to become agents of change in their communities. Darabi, et al. (2012, P. 2932) note, "The idea of "social entrepreneurship" has struck a responsive chord. It is a phrase well suited to our times. It combines the passion of a social mission with an image of business-like discipline, innovation, and determination commonly associated with, for instance, the high-tech pioneers of Silicon Valley. The time is certainly ripe for entrepreneurial approaches to social problems".

Social entrepreneurship is an emerging field that combines the passion for social impact with the discipline, innovation, and determination commonly associated with business practices. Social entrepreneurs use their creativity, resourcefulness, and business acumen to identify social problems and develop innovative solutions to address them. They often work in partnership with other organizations, including government agencies, nonprofits, and for-profit businesses, to create sustainable and impactful change (Bornstein, 2007).

Social entrepreneurship has gained momentum in recent years, with a growing number of organizations, individuals, and academic institutions recognizing its potential for creating positive social change. The Skoll Foundation, for example, is a leading organization that supports social entrepreneurship through funding, networking, and advocacy. It also hosts the annual Skoll World Forum, which brings together social entrepreneurs, philanthropists, and business leaders to share ideas and collaborate on solutions.

One of the key strengths of social entrepreneurship is its capacity to leverage the power of the market to address social problems. By creating businesses that address social needs, social entrepreneurs can generate revenue, create jobs, and build economic sustainability while also making a positive social impact. This approach contrasts with traditional philanthropy, which often relies on donations and grants to address social issues (Peredo & McLean, 2006).

Social entrepreneurship has also been recognized for its potential to address complex and systemic social problems that are often neglected by traditional approaches. For example, social entrepreneurs are increasingly focused on issues such as climate change, income inequality, and systemic racism. By bringing together diverse stakeholders and working towards long-term solutions, social entrepreneurs can help create systemic change and advance social justice (Zahra et al., 2009).

It should be highlighted that entrepreneurship is essential for accelerating economic development in both developed and developing nations. More than just raising per capita output and income is involved in the function of entrepreneurship in economic development. Initiating and fostering transformation in business and society are included (Dhaliwal, 2016). As a result, increasing the availability of enterprises becomes crucial for the advancement of modern civilization. Our current reality is a picture of stark contrasts. Despite the fact that some countries are quite wealthy, approximately two-thirds of the world's population experience poverty, starvation, poor housing, a lack of access to healthcare, and illiteracy.

Even in the final quarter of the 20th century, man is still primarily preoccupied with poverty, despite phenomenal advances in science and technology in various parts of the world. Therefore, a person's interest in entrepreneurship ultimately stems from a desire to see a country or region's economy thrive (Nwachukwu & Ogbo, 2012).

Social entrepreneurs occasionally create theories about the same that demonstrate economic behaviors intended to help rural residents realize their economic activities and use them for their own personal benefits and the benefits of the community at large (Steyaert & Dey, 2014). They contend that social values don't have much of an economic impact on society and instead focus on providing for the basic and long-term requirements of its citizens, such as food, shelter, water, education, and healthcare (Solomon, 2016). They are only distributed to the neediest members of society.

In summary, social entrepreneurship is a growing field that combines business practices with a passion for social impact. It has the potential to create positive change and address

some of the world's most pressing social problems, while also fostering innovation, collaboration, and economic sustainability.

2.1.6. Social Entrepreneurship in Higher Education

Most definitions of academic entrepreneurship begin with the concept of starting a for-profit company and refer to university spin-offs or businesses founded by academics (Wright et al., 2009). Some authors have developed a more thorough taxonomy and distinguished between general academic entrepreneurship and research-based entrepreneurship, which refers to enterprises founded by academics based on their own research, and those founded by academics using other methods (Goel and Grimpe, 2011).

Others have focused solely on academic enterprises founded using venture money (Zhang, 2007), while others have considered any company founded using intellectual property produced inside of institutions, regardless of whether the entrepreneur was a member of the academic community or not (Hayter, 2011). Institutions of higher learning around the world are making significant investments in the idea, clinging to the advantages of social entrepreneurship, especially in student self-development and societal transformation (Littlewood & Holt, 2018).

In essence, social entrepreneurship increasingly has a favorable effect on students' knowledge growth, which is essential for improving academic tasks, provided that they learn while resolving society's problems (Chang et al., 2014). Participating in social entrepreneurial activities promotes teamwork, peer networking, a sense of social duty, and accountability.

These are fundamental principles of a better citizenry, and recent graduates need these abilities to compete in the fiercer labor market environment and successfully navigate challenging social contexts. The definition of an entrepreneurial university is not universally agreed upon (Pugh et al., 2018). An entrepreneurial university, in the opinion of Urbano and Guerrero (2013), must develop into an entrepreneurial organization, have entrepreneurial individuals, and exhibit entrepreneurial behavior when interacting with its surroundings.

On the basis of the aforementioned, the definition of academic entrepreneurship has been developed as follows: "academic entrepreneurship is a practice performed with the intention to transfer knowledge between the university and the external environment in order to produce economic and social value both for external actors and for members of the academia, and in which at least a member of academia maintains a primary role" (Cantaragiu, 2012, P. 684). This definition encompasses a portion of the commercial definitions category because it emphasizes the role of the academic entrepreneur in

coordinating the transfer of knowledge into the creation of businesses and excludes businesses founded on university knowledge but not by academia. So, in order for the activity to fit into what is called academic entrepreneurship, the academic entrepreneur is the one who started the entrepreneurial practice and must continue to be the primary shaper of the practice (Paunescu et al., 2016).

Entrepreneurial universities are institutions that focus on teaching and promoting entrepreneurship as a key skill for economic development. These universities give students the knowledge and abilities they need to launch and run prosperous enterprises. According to Kuratko and Audretsch (2013), entrepreneurial universities offer a unique learning environment that fosters innovation, creativity, and risk-taking among students. These institutions are important because they promote entrepreneurship as a viable career path and encourage students to develop a mindset that values innovation and creativity.

It is noticeable that universities are leading the third academic revolution, through their transformation towards the pioneering academic model, whereby universities become a magnet for economic and social development, by expanding their research and educational tasks to be an increasingly important platform for societal transformation; Therefore, it is considered that universities work to improve the quality of life in societies and contribute to addressing these societies' requirements in order for the advancement of civic engagement for higher education to become a significant global movement (Paunescu et al., 2016).

The entrepreneurial university or the pioneering university gives increasing attention and importance to the third task (the other two tasks are education and research), where the economic and social knowledge produced by researchers is valued within the universities and is transferred to society to create social value, and this model gives greater importance to the relationship between governments, universities and the private sector (Fayolle & Redford, 2014).

2.1.6.1. Needs of Social Entrepreneurship in Higher Education

In recent years, there has been growing recognition of the role that social entrepreneurship can play in addressing some of the world's most pressing social and environmental challenges. Social entrepreneurship involves the use of entrepreneurial principles to create and implement innovative solutions to social problems. This approach has gained increasing attention from universities, which are attempting to take a more significant part in promoting social entrepreneurship (Bacq & Janssen, 2011).

One of the primary needs for social entrepreneurship in universities is to address the growing demand from students for education and training in this area. As students become more

socially conscious, they are looking for ways to use their skills and knowledge to make a positive impact on society. Social entrepreneurship provides an avenue for students to do just that, by combining their entrepreneurial spirit with a desire to make a difference. Universities have responded to this demand by offering courses, workshops, and other educational programs on social entrepreneurship (Austin, Stevenson, & Wei-Skillern, 2006).

Another need for social entrepreneurship in universities is to address the social and environmental challenges that are facing the world today. Social entrepreneurship provides a way for universities to leverage their resources and expertise to create innovative solutions to these challenges. By supporting social entrepreneurs, universities can help to create a more sustainable and equitable world (Bacq & Janssen, 2011).

Furthermore, social entrepreneurship can also provide universities with opportunities for research and innovation. By collaborating with social entrepreneurs, universities can gain insights into the challenges and opportunities that are facing society, and can use this knowledge to develop new solutions and technologies. This can lead to new research and innovation opportunities for universities, as well as new products and services that can benefit society (Austin et al., 2006).

In summary, the needs of social entrepreneurship in universities are many and varied. From addressing the demand for education and training, to addressing social and environmental challenges, to providing opportunities for research and innovation, social entrepreneurship has a chance to be advantageous universities and society overall. By recognizing and responding to these needs, universities can play a critical role in empowering social entrepreneurship and creating a more sustainable and equitable world (Bacq & Janssen, 2011).

The University could be using various essential elements to empowering social entrepreneurship, including:

1. Curriculum and Education.
2. Incubation and Acceleration.
3. Research and Innovation.
4. Partnerships and Collaborations.
5. Awareness and Outreach.
6. Alumni Network and Support.

2.1.6.2. Challenges Faced by Social Entrepreneurship in Higher Education

Social entrepreneurship is a unique form of entrepreneurship that focuses on creating social impact rather than solely generating profit. Social entrepreneurs use innovative business models and strategies to tackle social and environmental problems. However, social entrepreneurship faces numerous obstacles that can hinder its success. Some of the challenges faced by social entrepreneurship and their potential solutions.

One major obstacle faced by social entrepreneurship is a lack of access to funding. Unlike traditional entrepreneurs, social entrepreneurs often struggle to attract investment due to the perception that their ventures may not generate significant financial returns. This perception can make it difficult for social entrepreneurs to secure funding, particularly in the early stages of their venture. According to a study by the Global Entrepreneurship Monitor, over half of social entrepreneurs reported difficulty in accessing funding (Herrington, Kew, & Kew, 2017).

Another obstacle faced by social entrepreneurship is the lack of government support. Governments have a significant impact on the success of social entrepreneurship by setting policies that promote or hinder the development of the sector. However, many governments are slow to recognize the importance of social entrepreneurship and fail to provide adequate support. This lack of support can take many forms, including limited funding for social entrepreneurship programs, limited access to government contracts, and a lack of regulatory frameworks that recognize the unique needs of social entrepreneurs (Bacq & Janssen, 2011).

A third obstacle faced by social entrepreneurship is the difficulty of measuring impact. Social entrepreneurs aim to create social and environmental impact through their ventures, but measuring this impact can be challenging. Unlike traditional businesses, social entrepreneurship ventures often have complex social and environmental goals that are difficult to quantify. This can make it difficult to demonstrate the impact of their work and attract funding or support. As a result, social entrepreneurs must develop innovative methods for measuring and reporting on their impact (Bornstein & Davis, 2010).

Another obstacle faced by social entrepreneurship is a lack of access to networks and resources. Building a successful social enterprise often requires access to networks of like-minded individuals, mentors, and resources. However, many social entrepreneurs lack access to these networks and resources, particularly in developing countries. This can make it difficult for social entrepreneurs to access the knowledge and support they need to build successful ventures (Mair & Marti, 2006).

In addition to the obstacles mentioned earlier, social entrepreneurship faces several other challenges. One such challenge is the difficulty of balancing social impact and financial sustainability. Social enterprises often face a trade-off between achieving social impact and generating enough revenue to sustain their operations. This trade-off can be particularly challenging for social enterprises working in resource-constrained environments or addressing complex social issues. Social entrepreneurs must develop innovative business models that allow them to achieve their social goals while also generating revenue (Dacin, Dacin, & Matear, 2010).

Another challenge faced by social entrepreneurship is the lack of legal frameworks that support the sector. Many countries lack legal frameworks that recognize social entrepreneurship as a distinct form of entrepreneurship. This can create challenges for social entrepreneurs, such as limited access to legal protections, difficulty accessing government contracts, and challenges in attracting investment. Governments must develop legal frameworks that recognize the unique needs of social entrepreneurship and provide support for the sector (Nicholls, 2010).

Social entrepreneurship also faces challenges related to scaling their impact. Many social entrepreneurship ventures start small and operate at a local or regional level. However, to achieve significant social impact, social entrepreneurs must find ways to scale their impact. This can be particularly challenging for social enterprises that rely on community engagement or involve complex social issues. Social entrepreneurs must develop strategies for scaling their impact while maintaining their social mission (Dees, 2007).

Finally, social entrepreneurship faces challenges related to the perceptions of the sector. Despite the growing interest in social entrepreneurship, the sector still faces negative perceptions from some quarters. Some view social entrepreneurship as a form of charity or philanthropy rather than a viable form of entrepreneurship. This perception can make it difficult for social entrepreneurs to attract investment or gain support from stakeholders. Social entrepreneurs must work to change perceptions of the sector and demonstrate the value of their work (Dorado & Ventresca, 2013).

In conclusion, social entrepreneurship faces several obstacles and challenges that can hinder its success. These challenges include balancing social impact and financial sustainability, a lack of legal frameworks, challenges in scaling impact, and negative perceptions of the sector. However, by developing innovative solutions and addressing these challenges, social entrepreneurs can create meaningful social and environmental impact.

2.1.7. Social Entrepreneurship in Palestinian Universities

Social entrepreneurship has gained significant attention in recent years as a means of addressing social and environmental issues. In Palestine, universities have recognized the potential of social entrepreneurship to address pressing social issues such as unemployment, poverty, and environmental degradation. As a result, social entrepreneurship has become an increasingly popular topic of discussion in universities in Palestine (Mansour, 2018).

Palestinian universities have developed a range of initiatives and programs aimed at fostering social entrepreneurship. For example, the Arab American University in Jenin has established a Social Entrepreneurship Center, which provides training, mentorship, and funding for social entrepreneurs. Similarly, the An-Najah National University in Nablus has launched a Social Entrepreneurship Program, which offers courses, workshops, and networking opportunities for aspiring social entrepreneurs (Ayyash, 2017).

One of the main benefits of social entrepreneurship programs in Palestinian universities is the potential to address unemployment. According to the Palestinian Central Bureau of Statistics, the unemployment rate in Palestine was 26.4% in 2021 (PCBS, 2022). By fostering social entrepreneurship, universities in Palestine can help create new job opportunities and support economic growth.

Another benefit of social entrepreneurship programs in Palestinian universities is their potential to address social and environmental issues. For example, social enterprises in Palestine have developed innovative solutions to environmental problems, such as recycling waste and promoting sustainable agriculture. Social entrepreneurship can also be used to address social issues, such as gender inequality and poverty (Kanaaneh, 2018).

Despite the potential of social entrepreneurship in universities in Palestine, there are several challenges that must be addressed. One of the main challenges is a lack of funding and resources. Many social entrepreneurs in Palestine struggle to access funding and support for their ventures. Universities must work to provide adequate funding and resources to support social entrepreneurship initiatives (Mansour, 2018).

Another challenge is a lack of awareness and understanding of social entrepreneurship among stakeholders, including students, faculty, and the wider community. This can make it difficult to attract and retain talented social entrepreneurs. To address this challenge, universities in Palestine must raise awareness of social entrepreneurship and its potential benefits.

In addition to the challenges mentioned earlier, there are several other obstacles that social entrepreneurship faces in Palestinian universities. One of the significant challenges is the political situation in Palestine, which affects the social and economic environment. The ongoing Israeli occupation of Palestine has created an unfavorable economic and social environment, which poses a significant challenge to social entrepreneurship. The closure of borders, checkpoints, and military barriers has limited access to markets, inputs, and funding, making it difficult for social entrepreneurs to develop and scale their ventures (Jarrar & Dajani, 2019).

Another challenge is the lack of legal and regulatory frameworks for social entrepreneurship. The absence of clear legal frameworks for social enterprises can create uncertainty and legal barriers for social entrepreneurs. Moreover, the lack of clarity in the regulatory environment can make it difficult for social entrepreneurs to access government support and funding (Ayyash, 2017).

Another obstacle that social entrepreneurship faces in Palestinian universities is the lack of collaboration and coordination among stakeholders. Many social entrepreneurs and organizations are working in isolation, which limits their potential impact. Universities in Palestine can play a crucial role in fostering collaboration and coordination among stakeholders by creating platforms for networking and partnerships (Mansour, 2018).

Despite these challenges, social entrepreneurship has the potential to make a significant contribution to Palestinian society. Palestinian universities can play a crucial role in fostering social entrepreneurship by providing the necessary resources, training, and networking opportunities. By doing so, they can help create a new generation of socially responsible entrepreneurs who can address pressing social and environmental issues in Palestine (Kanaanah, 2018).

In conclusion, social entrepreneurship has the potential to address pressing social and environmental issues in Palestine, and universities in Palestine are recognizing this potential by developing programs and initiatives to foster social entrepreneurship. However, several challenges, including funding, awareness, understanding, political situation, legal frameworks, and collaboration, must be addressed to realize the potential of social entrepreneurship fully. Universities in Palestine must work collaboratively with social entrepreneurs, government agencies, and civil society organizations to overcome these challenges and create a more conducive environment for social entrepreneurship.

2.2 Literature Review

In addition to the failure of governments to address the escalating social needs and achieve social welfare, the localization of social entrepreneurship in society and the development of a generation of social entrepreneurs can help treat many social crises that were brought on by the control of market forces over societal activity (Mohammed, 2019).

Educational institutions, particularly those at the university level, are necessary to give their students entrepreneurial competencies and culture that help shape favorable intents toward taking part in trailblazing social initiatives in order to create a generation of social entrepreneurs. The growing interest in social entrepreneurship, according to some experts, has led to a clear interest in teaching it, particularly at the university and higher education institution levels. It has also drawn attention to the social component of higher education institutions and demonstrated the need to foster a culture of social entrepreneurship in order to support and encourage students to launch their own social projects (Salamzadeh, et al., 2013).

Building a generation of social entrepreneurs is therefore becoming increasingly important in an effort to effect social change and provide value. It is clear that colleges are in charge of educating and graduating this generation of business leaders. Universities cannot accomplish this without fostering a culture of social entrepreneurship among their students and staff.

Previous studies have looked into how universities may promote social entrepreneurship in the following areas:

2.2.1. Curriculum and Education

Awan and colleagues (2021) indicated that entrepreneurship is now a key focus within the educational system. They argue for the incorporation of creativity into curricula, as rapid economic and technological changes have strained educational institutions. Introducing entrepreneurship as a key subject, particularly at university level, is important. If not, education could become disconnected from market realities and economic growth could be stunted. Recommendations include creating new programs that introduce the principles of entrepreneurship and organizing workshops to alter the mindset of students and teachers.

Halberstadt et al. (2019) used a mixed-method approach, involving qualitative data collection from students' learning diaries and semi-structured interviews with master's students and instructors at a German university. The objective was to identify key competencies for social entrepreneurship and provide an initial understanding of how service-learning works. Their work contributed valuable insights regarding the competencies that service learning promotes, contributing to a framework for social entrepreneurial competencies.

Kumar et al., (2021) evaluated how higher education institutions in India are developing postgraduate social entrepreneurship programs. They reviewed the terms "entrepreneurship," "social entrepreneurship," and "social innovation" in course syllabi of Indian higher education institutions. Findings revealed significant differences in curricula across universities, leading to a call for greater collaboration among social entrepreneurship instructors.

Permatasari and colleagues (2020) found that self-efficacy, perceptions of social entrepreneurs, and subjective norms greatly influenced intentions to engage in social entrepreneurship. Emotional intelligence, on the other hand, had a slight influence on social entrepreneurial intention. The findings suggested the importance of emotional intelligence training, in conjunction with social persuasion and the vicarious learning model of social entrepreneurs, within entrepreneurship curricula.

Dobele (2016) highlighted that social entrepreneurship education can be influenced by a number of variables, but it holds the potential to empower individuals to develop novel solutions for societal issues. Skills such as self-sufficiency, creativity, empathy, critical thinking, and entrepreneurial ability can be cultivated through social entrepreneurship education, thus promoting social problem-solving and contributing to national economic resilience.

Addae and Ellenwood (2021) noted that social entrepreneurship has grown as a movement, breaking barriers between corporate and social sectors. With this growth, universities have developed programs that combine business, social impact, and innovation. However, social entrepreneurship education is still relatively new, with a diverse array of courses and teaching approaches. The authors suggested the importance of using theory-driven concepts to help students develop core competencies in social entrepreneurship.

Blunck et al., (2021) posited that there is ongoing debate regarding global scope, multidisciplinary engagement, and instructional structure within social entrepreneurship education. They presented a study comparing digital social entrepreneurship programs using qualitative methods, illustrating how benchmarking can assist in the development of such programs.

Finally, Lam-Lam and colleagues (2019) examined the benefits of teaching social entrepreneurship at public institutions. Their study of university students found a correlation between certain personality traits and traits conducive to social entrepreneurship. Despite this, social entrepreneurship courses were found to be lacking in Tijuana's institutions. The authors therefore recommend the inclusion of social entrepreneurship in the curricula of local and state colleges.

2.2.2. Incubation and Acceleration

Hassan (2019) researched the relationship between social entrepreneurs and incubators in Sweden and Europe. The study sought to identify activities that incubators offer which can influence the development of social entrepreneurs. Six interviews with social entrepreneurs and two industry professionals were conducted, revealing that education, networking, and meeting facilitation were crucial offerings from incubators. The importance of these roles varies across different stages of the entrepreneurial process. A model was then proposed to show how these roles correspond with various phases of the entrepreneurial process for social entrepreneurs.

Schmitz et al., (2017) explored the evolving roles of universities in empowering social and economic progress. They conducted a bibliometric analysis of innovation and entrepreneurship literature, revealing the presence of diverse perspectives from multiple fields. However, they found that the literature is often fragmented and lacking in coherent definitions and connections between innovation and entrepreneurship. They suggest more comprehensive studies that consider both economic and social aspects of innovation and entrepreneurship within universities.

Roura, (2015), evaluated the business services offered by business incubators in an open innovation context. The research included a large sample of 255 business incubators worldwide and a Spanish instance with two university incubators. Results show effective collaboration between the public and private sectors, as well as universities, and identifies patterns of service provision depending on the ownership, size, and partnership of the business incubators.

Wang and Wang, (2013) discussed the role of universities in driving economic growth through knowledge and technological innovation, particularly in Taiwan. They highlighted the importance of university-industry collaboration in systematically translating innovative ideas from universities into industrial applications, enhancing the entrepreneurial economy. The role of government policy in assisting university incubators to improve R&D capabilities was also addressed.

Sanyal and Hisam, (2018) identified the importance of SMEs and business incubators in the economic diversification of Oman. They highlighted the challenges faced by entrepreneurs and suggested that business incubators could ensure sustainable growth and development of small businesses. They also emphasized the need for stronger public-private partnerships, a

single window for managing business incubators, and specialized industrial incubators to boost manufacturing.

Du, et al., (2020) conducted a quantitative study to examine different models of social entrepreneurship education in universities and their effects on students' attitudes. They found that a teacher-student co-entrepreneurship (TSCE) model was more effective in empowering social entrepreneurship study acceptance compared to the traditional model. Their findings could assist in redesigning social entrepreneurship education processes in universities.

Lastly, Gilmeanu & Găucă, (2017) investigated the concept of social capital in higher education and its relationship to academic leadership. Their qualitative study focused on eight globally leading institutions and their community projects and external stakeholder relationships. They found that these institutions had established organizational structures to promote social entrepreneurship to varying degrees.

2.2.3. Research and Innovation

Isaqzadeh, E. (2022) revealed that social marketing is regarded as an effective form of marketing that offers creative answers to challenging social issues and seeks to benefit society as a whole, not just the marketers. Similar to traditional entrepreneurship, social entrepreneurship uses the entrepreneurial process to address social issues. Since they all aim to use social empowerment through financial resources, social marketing, social entrepreneurship, and social innovation work best together. In order to assess social marketing's necessity and position, this study compares how it affects social entrepreneurship and social innovation in Turkey and Afghanistan. An empirical study was conducted to better understand the goal and applications of social marketing as well as potential uses by entrepreneurial enterprises to increase social empowerment and creative performance. Data were gathered using well-structured questionnaires. 210 employees in Afghanistan and 204 in Turkey who work for non-profit organizations that support entrepreneurship programs received surveys. Key conclusions from a systematic examination are discussed in the research. As a result, social firms with creative and successful social marketing strategies appear to be more successful than those without such strategies in organizing complex situations. The study concluded that social marketing benefits social entrepreneurship initiatives in four categories, including (1) competing with competing ventures, (2) generating money, (3) finding volunteers, and (4) showcasing cutting-edge services and goods to the target groups.

Zhao, (2021), found that Communist Youth League plays little role in encouraging young people in rural areas to innovate and start businesses. Young people aged 19 to 35 who reside in second or third-tier cities, county towns, and townships and below are referred to as "small-town youth". This study proposes optimization recommendations based on three aspects: the development of entrepreneurial aptitude, the formation of an entrepreneurial environment, and the allocation of entrepreneurial resources. This study used a questionnaire survey and an interview to conduct an inquiry. Students from five colleges and institutions in Hebei Province, as well as some social youngsters, are the research subjects. According to the findings, the college communist Youth League plays little impact. It does not fully exploit its particular political and organizational advantages in reaching out to the government, finance, businesses, and other key organizations.

Chang, et al. (2014) found that Many studies have explored the use of learning-by-doing in higher education, but few have applied this to social entrepreneurship contexts and applications: this paper addresses this gap in the literature. Our programme involved students working with different stakeholders in an interactive learning environment to generate real revenue for social enterprises. Our results show that learning by doing enables students to develop their entrepreneurial skills and enhance their knowledge of social businesses. The findings also show that students became more effective at working in teams and in formulating and applying appropriate business strategies for social enterprises. Overall, the learning-by-doing approach discussed in this paper is capable of developing the entrepreneurial skills of students, but there are challenges that need to be addressed if such an approach is to be effective.

According to Phillips, et al., (2015) According to corporate social responsibility (CSR) literature, CSR efforts have the ability to improve performance in addition to serving the immediate interests of stakeholders of for-profit businesses. Social entrepreneurship and social innovation have come to light as a way to address social concerns as a result of growing frustration with for-profit corporate structures. The paper, which uses a systematic review of pertinent research, offers collective insights into research linking social innovation with social entrepreneurship, illustrating the area's expanding interest over the past ten years. Particular attention has been paid to the role of the entrepreneur, networks, systems, institutions, and cross-sectoral collaborations throughout the previous five years. The authors consolidate previously disparate disciplines of research into an analytical framework based on the review's findings, indicating a "systems of innovation" approach for future research on social innovation and social entrepreneurship.

According to Ilias O, et al., (2017), Big data and its applications have attracted a lot of attention in recent years, with most of the research concentrating on finding solutions to business and technical issues. This attention is evidence of the strength of big data and its applications. The issue still lies in figuring out how to use big data's potential to solve a variety of societal problems in a novel way. Big data may alter how business owners and other participants in a social ecosystem make decisions, opening up fresh avenues for the development of social innovation. Though little is known about how social ecosystems must adapt to accept the development that big data implies. Big data innovation and social entrepreneurship need to be institutionalized, and it is important to look at how to use big data effectively to bring about positive, long-lasting change. By combining and extending the findings with insights from the numerous stakeholders involved in the social innovation process, we propose expanding on the existing state of the art and moving beyond it. Additionally, we suggest creating and testing a framework of best practices, which interested parties can use as a guide to successfully use big data for social innovation, through creating prototype apps that will amply demonstrate the influence of big data on tackling societal issues. The position paper ends with several research-related issues and difficulties for related investigations in the future.

2.2.4. Partnerships and Collaborations

Barba-Sánchez and Atienza-Sahuquillo (2018) state that due to high unemployment in Spain, the job market needs engineers with multiple skills including entrepreneurship. This research focuses on understanding how the motivation to become an entrepreneur influences future engineers. They found that the desire for independence plays a significant role in their

entrepreneurial ambitions. Their study also shows that entrepreneurship education positively influences these intentions.

Cinar, R. (2019) explores how universities can help resolve societal issues through social entrepreneurship. The study examines what factors influence the acceptance or rejection of social entrepreneurship within universities. The research, conducted in a Dutch public university, shows that social entrepreneurship is not fully accepted. This is due to various factors including stakeholder expectations, lack of leadership in the field, strict public institution regulations, and a lack of a sense of belonging among students.

Cheung, et al., (2018) discuss the role of Catholic universities in promoting social justice. This study looked at 501 US universities and found that Catholic-affiliated institutions are more likely to offer courses in social entrepreneurship and non-profit management to business students. This reflects Catholic universities' commitment to making a difference.

Hallo, I. (2013) investigates how Palestinian universities, particularly Al-Aqsa University, serve their local communities in line with their social responsibilities. The study reveals that the role of the university in serving society does not exceed 60% from the perspective of faculty members. The study also recommends strengthening the relationship between universities and local communities.

Finally, OECD (2012) suggests that long-term sustainability of entrepreneurial initiatives in universities increases their credibility and influence. To achieve this, universities need to properly finance their entrepreneurial initiatives and foster a collaborative environment within the institution. Successful entrepreneurial universities also actively engage with various stakeholders, which is important for entrepreneurship in research, teaching, and other activities. This engagement aims to create value for both society and the university.

2.2.5. Awareness and Outreach

Buana & Masjud (2020) with the help of students from the President University Faculty of Business students (Indonesia), This study was conducted to identify the factors influencing young people's intentions to engage in social entrepreneurship. Empathy, self-efficacy, and exposure are the three independent factors. Exposure is its sole dependent variable (social entrepreneurial intention). A questionnaire was utilized as a data-gathering tool in a quantitative research technique. 557 individuals were sent the questionnaire via social media and a google form, and 334 of them responded (or 59.96% of them). The data was examined using multiple regression. Using Pearson correlation and Cronbach alpha, the questionnaire's 20 items all passed the validity and reliability test. Following that, multiple regression analysis revealed that each independent variable had a substantial impact on the dependent variable. Of the three independent factors, self-efficacy has the greatest effect on social entrepreneurial intention (39.7%), followed by exposure (34.4%) and empathy (25.3%). $Y = 1.073 + 0.253 X1 + 0.397 X2 + 0.344 X3 + e$ was the regression equation. Using the use of t-tests and F-tests, Empathy, self-efficacy, and exposure were shown to be the three independent variables that most significantly a substantial impact on the dependent variable, social entrepreneurial intention, as well as a simultaneous significant impact on that variable. Finally, this study found that empathy, self-efficacy, and exposure could account for 40.4% of the variation in social entrepreneurial intention, with other characteristics accounting for 59.6% of the variation.

Lee, (2014) investigated the sustainability of modern Korean social enterprises. Since the Social Business Empowerment Act was passed in 2006, practitioners, academics, and government officials in Korea have considered the sustainability problem to be a crucial concern. Despite receiving substantial financial backing from the government, social enterprise is not seen as sufficiently feasible by stakeholders in Korea. In order to solve this issue, this research develops a theoretical framework, a comprehensive approach to sustainability, mostly utilizing Giddens' structuration theory. According to this method, factors that have an impact on sustainability can be classified as structural (such as the social economy, market structure, and public policy) or agency (such as social entrepreneurs, personnel, organization, and financing). Second, thesis questions that aim to explore the word sustainability, the elements impacting sustainability and their impacts, and public policy are produced in accordance with the literature and the conceptual framework. Third, descriptive secondary analysis of data and case studies are employed to acquire research findings, and analysis of the case studies is presented in a narrative format. Finally, this study demonstrates how sustainability is viewed in Korea in terms of profit, social mission, and continued operation without the aid of the government. The thesis demonstrates that stakeholders are aware of how structural and agency variables affect organizational sustainability, while individual focus points vary. In terms of policy, they think that a private-led initiative that focuses on creating a better environment for social enterprise must take the place of a public-led system. The thesis questions cover the concept of "sustainability," factors affecting sustainability and their effects, and public policy. Third, to obtain research findings, descriptive secondary analysis of data and case studies is used. Analysis of the case studies is then presented in a narrative fashion. In the end, this study shows how sustainability is perceived in Korea in terms of profit, social mission, and ability to continue operating without support from the government. The thesis shows that while individual focus points differ, stakeholders are aware of how structural and agency variables affect organizational sustainability. They believe that a public-led system should be replaced with a private-led effort that focuses on improving the environment for social enterprises.

The study by Akella, & Eid, (2018) aims to critically examine the concept of social enterprises in Palestine. It uses the lens of institutional theory to understand how the political and economic context of society can influence certain types of entrepreneurial behaviors and be responsible for the emergence of social enterprises. The paper uses a critical perspective to deconstruct social enterprises in Palestine to shed light on the reasons for their emergence, motives, and agendas. A case study design was used to examine the phenomenon of social enterprises. The case study method is valuable in describing the how and why issues of a phenomenon in the present time frame. Two leading social enterprises operating within the Palestinian region were identified. The two enterprises were contacted for a series of interviews (over a period of a few months) with their owners and other active members. The empirical findings suggest that the social enterprise model is still in its embryonic stages in Palestine. Their social mission of community development and sustainability is not completely sincere. The social entrepreneurs were willing to compromise the social mission for economic surplus. The national structure, political framework, legal environment, and social, cultural, and economic conditions of Palestine have served as suitable launching pads for social enterprises with not-so-authentic missions of serving society. It has encouraged entrepreneurial philosophy and behavior, which has masked hidden economic and political agendas with exterior goals of social welfare and community development.

Also, Shahverdi, et al., (2018) Entrepreneurship is regarded as a critical component of economic progress, but social entrepreneurship is regarded as a novel approach to tackling social challenges. This study employs the moderating role of education across Malaysian research institutes to find constraints to social entrepreneurship ambition. According to the findings of this survey, students saw a lack of competence, a lack of self-confidence, and a lack of resources as hurdles to their social entrepreneurial objectives.

Lekhanya, L. (2015) revealed in his study of South Africa that Many nations, including South Africa, are grappling with socioeconomic issues, and social entrepreneurship can help. It may also be utilized as a strategic instrument for strengthening a country's social cohesiveness. The purpose of this article was to look into the role of universities in South Africa in encouraging social entrepreneurship. The study will also analyze the extent of university assistance for social entrepreneurship. The article also examines the majority of tactics employed by South African institutions to promote social entrepreneurship growth. The data was collected using a combination of qualitative and quantitative methodologies. The primary data for this study was acquired from six institutions in South Africa. The findings show that the majority of respondents are not participating in social entrepreneurship or entrepreneurship development initiatives. The results also show that several respondents were unaware of their university's involvement in social entrepreneurship. The exploratory character of the study hindered it.

2.2.6. Alumni Network and Support

A Rahman, et al., (2019) believed that expected that early exposure to social entrepreneurial orientation will enable university students to demonstrate an interest in becoming social entrepreneurs and to bridge gaps between underprivileged populations through the development of social enterprise. Consequently, the purpose of this study is to pinpoint the entrepreneurial mentality, human capital, and social capital that are strategic for social entrepreneurs among students from various racial, ethnic, and socioeconomic backgrounds. The results indicate that female students from families with their own businesses performed better than male pupils. Yet, male students from families with their own businesses scored higher in the human capital and social capital domains than female students. The human capital domain also showed differences based on gender and family history. The results also demonstrated that both male and female students from families with self-owned businesses gave favourable feedback on the human capital domain in terms of knowledge, skills, and the effectiveness of social entrepreneurship. In contrast to female students, male students from families with their own businesses tend to have a higher social entrepreneurial orientation. The study's implications improved and validated current research in the field of entrepreneurship, particularly the impact of trigger factors that influence students' desire to engaging in social entrepreneurial activities. The results also provided evidence in favour of a system whereby all colleges will be able to engage and inspire students to engage in social entrepreneurship activities.

Salamzadeh, et al., (2013) found that there was some misunderstanding regarding social entrepreneurship, and knowledge of national social entrepreneurs was only marginal. According to the research, students' inability to work for themselves was most often caused by a lack of resources and expertise. Other significant reasons were a lack of confidence and a high level of market uncertainty. Additionally, capital, space, and training were the three types of assistance most essential for starting a firm. While finance, mentors, and training

were required to launch a social venture. Contextual factors were also inappropriate for managing a social enterprise or initiative, despite their critical importance.

The social entrepreneurship competencies of managers in social entrepreneurship firms in the field of healthcare are identified by Zahra, et al., (2018) in their study. Using ATLAS.ti software, data was examined by open and axial coding after interviews with eight managers in this industry. A total of 42 competences, including communication skills, personal skills, managerial skills, social skills, and entrepreneurial skills for the health profession, have been identified in 10 categories and 5 main dimensions. The study demonstrates networking, and since establishing trust is a key component of networking in social groups, functional and financial transparency is necessary.

According to Rahim & Lajin (2015), Malaysians' employability is a significant problem. Recent graduates are even more so. There are currently 425,000 unemployed people in the nation, representing a 3.0% unemployment rate. A number of measures are being implemented to address the issues, and one of them is supporting entrepreneurship growth in order to hasten the emergence of entrepreneurs among graduates by improving employment opportunities for both them and others. In regard to the government's goal for entrepreneurship to alleviate the unemployment issue, this study will examine the newly developing concept of entrepreneurship known as social entrepreneurship. The major goal of this research paper is to investigate how social entrepreneurship might increase graduates' employability. Using the case study approach, four respondents who are currently working as professionals and business owners and were actively engaged in social entrepreneurship during their undergraduate studies were examined. The results demonstrate that social entrepreneurship fosters critical interpersonal skills that the Ministry of Higher Education has identified as deficient among graduates who are seeking employment. The reasons why social entrepreneurship boosts graduates' prospects of finding employment were outlined, and it was also explored what steps colleges should do to encourage social entrepreneurship.

Martínez-Martínez, & Ventura, (2020) believed that the Entrepreneurial University is a key player in entrepreneurial ecosystems and has a direct impact on how entrepreneurial human capital, a valuable resource for many countries, develops. So, identifying and enhancing entrepreneurial abilities is necessary, but no prior research has examined these competencies in the context of universities using a profile-based methodology. The current study closes this gap by examining the occurrence of various depending on their abilities, and student entrepreneurial profiles. Additionally, it specifies important competencies that are essential for distinguishing comparing these traits to raising overall degrees of entrepreneurial skill. To achieve these objectives, a field research effort was developed. A quantitative methodological approach was used to collect and evaluate data on 1104 students from a range of faculties and degrees. The results demonstrate that entrepreneurial competence may be classified into four profiles: low profile, top profile, social profile, and grit profile. Out of up to 12 potential entrepreneurial competencies, the most notable entrepreneurial competencies—networking and professional social skills, community involvement, perseverance of effort, and constancy of interest—can explain to a significant extent the entrepreneurial profiles of students. The outcomes demonstrate the value of grit and social capital. Moreover, to their making a contribution to this field's thinking and helping to shape the entrepreneurial university paradigm, The findings can be used to develop training techniques that will raise students' levels of competence, giving universities the means to support the development of entrepreneurial human capital.

3. Chapter Three: Approach and Methodology

The stages and practical procedures the researcher used to create and describe the study tool are covered in this chapter, as well as her methodologies and procedures for selecting the study population and sample. Also, it discusses the variables and the study's design plan, as well as the many statistical tests that were employed.

3.1 Research Design

The study uses an analytical descriptive method as it's best suited for this research topic. This method focuses on describing, analyzing, comparing, and assessing to form general ideas that boost knowledge and science. Data and information needed for the study came from two places. The first is a custom-made questionnaire that helps examine the search criteria, and the second is a review of past studies and writings on the topic to form a theoretical framework.

The justification for using quantitative research in this study is to provide a systematic and objective analysis of the data. Quantitative research allows for the collection and analysis of numerical data, which can provide a more comprehensive understanding of the phenomenon under investigation.

In the context of studying the role of universities in empowering social entrepreneurship, quantitative research can:

Measure the impact: Quantitative data can help researcher assess the effectiveness of various initiatives and strategies implemented by university in empowering social entrepreneurship (El Redaisi, 2019).

Identify patterns and trends: By analyzing large datasets, quantitative research can help identify patterns and trends in the development of social entrepreneurship within the university and its surrounding community. This can inform future decision-making and resource allocation (Banat, 2015).

The study takes into consideration several independent factors such as awareness and outreach, curriculum and education, incubation and acceleration, research and innovation, partnerships and collaborations, and the alumni network and support. All of these factors are evaluated to understand their influence on the dependent variable, which in this case is the empowerment of social entrepreneurship.

3.2. Study Population

Al-Quds University (AQU) is a collegiate research university that offers more than 120 undergraduate and graduate programs at the moment. These programs are delivered through the university's fifteen degree-granting faculties, which cover the major scientific fields of medicine, life and natural sciences, business and management, arts and humanities, law and jurisprudence, engineering, and social sciences. The sole Arab Palestinian university in Jerusalem, Palestine, is AQU, which was founded in 1977. The study population consists of Almost 12,000 full-time students enrolled at AQU right now (<https://www.alquds.edu/en/admissions-registration>).

The study population for the investigation into the role of Al-Quds University in empowering social entrepreneurship comprises various stakeholder groups within the university community, including students, faculty members, administrative staff, etc. In this study, the study population composed of university students that are the primary recipients of the educational offerings at Al-Quds University, they form a crucial segment of the study population. This group includes students across all faculties and at all levels of study, from undergraduate to graduate programs.

3.3. The Study Sample

An easy random approach was used to select the study sample because there were (585) sample participants to whom the questionnaire was sent. Students from AQU will be distributing surveys to these participants. distributed to the university faculties of medical and health professions, science and technology, and human sciences.

Of the questionnaires that were distributed to students for analysis (556) were valid, excluding 29 questionnaires, meaning that the response rate was 95%. And they formed the final sample for the study.

3.4. Instrument for Data Collection

Table (2): Structure of the questionnaire

Section	Dimension/Variables	Number of paragraphs
Section 1: Demographics related to the respondents	Gender, age, place of residence, the college, Training courses in the field of social entrepreneurship, and Academic level.	6
Section 2: Paragraphs related to the university's role in fostering Social Entrepreneurship.	Related to Curriculum and Education	8
	Related to Research and Innovation	8
	Related to Incubation and Acceleration	13
	Related to Partnerships and Collaborations	5
	Related to Awareness and Outreach	7
Section 3: Paragraphs related to skills and knowledge that students gain in the field of social entrepreneurship.	Related to Alumni Network and Support	8
	Related to Knowledge Dimension	9
	Related to Students' Personal Skills	12
	Related to Management Skills	9

This research is considered quantitative research, so the collection of the data was done by a survey with the questionnaire's structure shown in table (2), that was adapted from many

articles (Aheristo, 2020), (A Rahman, et al., 2019), (Jarrar, & Dajani, 2019), (Mohammed, 2019), (Ayyash, (2017), and (Abu-Saifan, 2012).

In order to construct the questionnaire, organize its paragraphs, and formulate it in a way that is acceptable for the study's topic, the researcher analyzed earlier research on the subject. The questionnaire was prepared in its initial form, with some of its paragraphs revised based on the supervisor's views to improve both its capacity to explain the study's content and its organization.

3.5. Validity of the Questionnaire

The validity means that the analysis should include all elements, paragraphs and vocabulary must be clear and understood by everyone. Also, the questionnaire must be measure what is designed to measure. The researcher used two types of honesty as follows:

The veracity of the arbitrators: by presenting the scale to 4 experts and specialists as shown in annex (2) in the field of social entrepreneurship to verify the validity of the statements.

Internal consistency validity: using the Pearson correlation coefficient, to measure the relationship between each paragraph and the section to which it belongs, and between each paragraph and the total degree.

3.6. Reliability of the Questionnaire

The researcher used Cronbach's alpha coefficient; to test the stability of the study tool (that is, the extent to which the questionnaire is able to give close results every time it is used, and thus obtain correct and reliable results), the split-half method was used; Where the Cronbach's Alpha coefficient was calculated to measure the stability coefficient of the paragraphs so that the tool is considered stable if the value of the coefficient is greater than 0.7.

Table (3): Cronbach's Alpha Coefficients for the university's role in fostering Social Entrepreneurship dimensions

	Dimension	Number of Paragraphs	Cronbach's Alpha Coefficient
1	Curriculum and Education	8	0.896
2	Research and Innovation	8	0.889
3	Incubation and Acceleration	13	0.941
4	Partnerships and Collaborations	5	0.844
5	Awareness and Outreach	7	0.883
6	Alumni Network and Support	8	0.894

Based on the findings presented in Table (3), it can be concluded that the instrument used in the study demonstrates stability and reliability. This is evident as all coefficients of Cronbach's Alpha exceed 0.7. Further insights can be gleaned from Table (3), which displays the stability coefficients for the various dimensions. The stability coefficient for

the 8 items related to curriculum and education was calculated to be 0.896. Similarly, the stability coefficient for the 8 items associated with research and innovation was determined to be 0.889. For the 13 items pertaining to incubation and acceleration, the stability coefficient reached 0.941. Additionally, the stability coefficient for the 5 items measuring partnerships and collaborations was found to be 0.844. The stability coefficient for the 7 items focused on awareness and outreach was 0.883, while the stability coefficient for the 7 items related to alumni network and support was calculated to be 0.894. These coefficients further affirm the stability and reliability of the instrument across the various dimensions studied.

Table (4): Cronbach's Alpha Coefficients for skills and knowledge that students gain in the field of social entrepreneurship dimension

	Dimension	Number of Paragraphs	Cronbach's Alpha Coefficient
1	Knowledge Dimension	9	0.915
2	Students' Personal Skills	12	0.937
3	Management Skills	9	0.922

It is clear from Table (4) that the stability coefficient of the 9 items of the knowledge dimension amounted to (0.915), in the paragraphs of the students' personal skills with 12 items, it amounted to (0.937), and the management skills with 9 items, it amounted to (0.922). Also, this indicates the suitability of the study tool for the purposes of scientific research.

3.7. Correction Key

Table (5): Correction key of the questionnaire responses

Interval of statistical mean	Description
1.00 – 1.79	Very Low
1.80 – 2.59	Low
2.60 – 3.39	Moderate
3.40 – 4.19	High
4.20 – 5.00	Very High

The responses of the questionnaire paragraphs are depending on the Likert scale from 5 points (1 to 5), so the range of the responses is 4 (5-1), and we will divide the range of responses into 5 groups with width of 0.8 (4/5) which considered as the correction key for the mean of responses as in table (5).

3.8. Statistical Methods

The research analysis was performed using the statistical package for social science (SPSS) to accomplish the research objectives, answer questions, and test hypotheses. The researcher employed the following statistical analyses and tests:

1. **Frequencies and Percentages:** For the demographic variables, frequencies and percentages were calculated to gain an understanding of the distribution and characteristics of the sample.
2. **Statistical Means, Standard Deviations, and Relative Weights:** The variables of the study were analyzed using statistical means, standard deviations, and relative weights. This analysis provided insights into the central tendencies, variability, and relative importance of the variables in the research.
3. **Spearman's Correlation:** To examine the hypothesized relationships between the search variables, Spearman's correlation analysis was conducted. This test assessed the strength and direction of the associations between the variables.
4. **ANOVA Analysis:** An ANOVA (Analysis of Variance) was performed to explore the relationship between demographic factors (Gender, Place of residence, College, Training Course, and Academic Level) and the various scales of a survey related to empowering social entrepreneurship. This analysis examined whether there were statistically significant differences in the survey scales based on demographic characteristics.

By utilizing these statistical analyses and tests, the researcher gained valuable insights into the demographic profile of the sample, the variables under investigation, the relationships between variables, and the impact of demographic factors on the survey scales related to empowering social entrepreneurship.

3.9. Determinants of the study

The study limits are as follows:

3.9.1 Temporal determinants

The researcher chose the research sample from students in Al-Quds University. The researcher distributed the questionnaires via e-mail.

3.9.2 Spatial determinants

This research was conducted on the students in Al-Quds University ate only in 2023.

3.9.3. Objective boundaries:

The study focuses on the Al-Quds university's role in fostering Social Entrepreneurship.

4. Chapter Four: Results and Discussion

This chapter focuses on the analysis of data in order to provide answers to the research questions and test its hypotheses. The statistical package for social sciences (SPSS) software was used to attain the search outputs which are presented and analyzed in this chapter.

4.1 Research Sample Description

Table (6): Sociodemographic Variables of the sample

Distribution of the sample by Gender			
	Frequency	Percent	
Female	326	58.6	
Male	230	41.4	
Total	556	100.0	
Distribution of the sample by place of residence			
	Frequency	Percent	Cumulative Percent
Village	284	51.1	51.1
City	237	42.6	93.7
Camp	35	6.3	100.0
Total	556	100.0	
Distribution of the sample by the college			
	Frequency	Percent	Cumulative Percent
Human Sciences	206	37.1	37.1
Science and Technology	152	27.3	64.4
Medical and Health professions	198	35.6	100.0
Total	556	100.0	
Distribution of the sample by training courses in the field of social entrepreneurship			
	Frequency	Percent	Cumulative Percent
Did not receive any course	435	78.2	78.2
1 to 3 courses	92	16.5	94.8
4 courses or more	29	5.2	100.0
Total	556	100.0	
Distribution of the sample by Academic level			
	Frequency	Percent	Cumulative Percent
1st year	80	14.4	14.4
2nd year	138	24.8	39.2
3rd year	171	30.8	70.0
4th year and more	167	30.0	100.0
Total	556	100.0	

The demographic information for the 556 respondents is shown in Table (6). The gender breakdown is seen in the table, with 58.6% of the sample being female and 41.4% being male. The table shows that more than half of them (51.1%) are from villages, while 42.6% are from towns and 6.3% are from camps.

According to the table, 37.1% of them work in the humanities, 27.3% in science and technology, and 35.6% in the medical and health fields.

According to the table, the majority of the sample (78.2%) did not receive any courses, only 5.2% of them had four or more courses, and only 16.5% had one to three. According to the table indicates that 14.4% of the sample in the 1st year, 24.8% in the 2nd year, 30.8% in the 3rd year, and 30% in the 4th year and more.

4.2 Findings and Results

4.2.1. The Role of Al Quds University and Empowering Social Entrepreneurship:

Table (7): ANOVA (Sec2 independents * demographics): The Role of Al Quds University and Empowering Social Entrepreneurship

Scale	Gender		Place of residence		College		Training Course		Academic Level		Age	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Curriculum and Education	4.27	.039	1.029	.358	5.33	.005	1.56	.197	2.95	.032	2.02	.004
Research and Innovation	1.73	.189	1.059	.348	4.52	.011	2.13	.095	2.87	.035	1.57	.047
Incubation and Acceleration	1.93	.164	3.069	.047	4.36	.013	6.40	.000	2.83	.038	2.04	.004
Partnerships and Collaborations	.103	.749	.336	.715	2.61	.074	3.19	.023	1.03	.378	1.62	.037
Awareness and Outreach	1.17	.278	2.25	.105	3.22	.040	4.48	.004	3.37	.018	2.07	.003
Alumni Network and Support	.293	.588	2.12	.121	5.44	.005	8.01	.000	6.62	.000	1.87	.009
Knowledge Dimension	.002	.965	.529	.589	5.69	.004	3.21	.023	3.53	.015	1.93	.007
Students' Personal Skills	.042	.838	1.957	.142	6.42	.002	3.59	.014	3.76	.011	1.73	.021
Management Skills	.401	.527	2.482	.084	6.70	.001	2.77	.041	2.76	.041	1.55	.052

Table (7) presents the results of an ANOVA analysis examining the relationship between demographic factors (Gender, Place of residence, College, Training Course, and Academic Level) and various scales related to empowering social entrepreneurship. These scales include Curriculum and Education, Research and Innovation, Incubation and Acceleration, Partnerships and Collaborations, Awareness and Outreach, Alumni Network and Support, Knowledge Dimension, Students' Personal Skills, and Management Skills.

The F-value and p-value are reported for each factor and scale. The F-value represents the extent of variability between groups compared to within groups. A higher F-value indicates a larger difference between groups, and a lower p-value indicates greater statistical significance.

Noteworthy findings from the table include:

1. Curriculum and Education, Awareness and Outreach, and Alumni Network and Support scales show significant associations with at least one demographic factor. For example, Curriculum and Education scale is significantly associated with Place of residence ($F=5.33$, $p=0.005$).
2. In the Curriculum and Education scale, the F statistic for gender is 4.27 with a p-value of 0.039, indicating a statistically significant effect of gender.
3. In the Research and Innovation scale, the F statistic for college is 4.52 with a p-value of 0.011, indicating significant differences in mean scores between different colleges.
4. Incubation and Acceleration, Alumni Network and Support, Students' Personal Skills, and Management Skills scales show significant associations with multiple demographic factors. For example, Incubation and Acceleration scale is significantly associated with Place of residence ($F=3.069$, $p=0.047$), College ($F=4.36$, $p=0.013$), and Training Course ($F=6.40$, $p=0.000$).
5. The Knowledge Dimension scale shows the highest F-values across multiple factors, indicating larger differences between groups. For example, the Knowledge Dimension scale has a significant association with College ($F=5.69$, $p=0.004$).

The results also reveal specific significant associations between demographic factors and scales. Place of residence influences scores in Incubation and Acceleration, Partnerships and Collaborations, and Awareness and Outreach. Academic level influences scores in various scales, including Curriculum and Education, Research and Innovation, Alumni Network and Support, Knowledge Dimension, Students' Personal Skills, and Management Skills. Age influences scores in multiple scales, including Curriculum and Education, Research and Innovation, Incubation and Acceleration, Awareness and Outreach, Alumni Network and Support, Knowledge Dimension, Students' Personal Skills, and Management Skills. Gender and Training Course impact scores in specific scales such as Curriculum and Education, Research and Innovation, Incubation and Acceleration, and Alumni Network and Support.

Overall, the ANOVA results highlight the significant effects of various independent variables on different scales related to empowering social entrepreneurship. These findings suggest that different demographic factors may influence different aspects of empowering social entrepreneurship, emphasizing the importance of considering individuals' backgrounds in designing effective strategies and interventions.

4.2.2. Analysis of search variables:

4.2.2.1 Role of Curriculum and Education on the Empowering Social Entrepreneurship:

Table (8): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Curriculum and Education

N	Paragraph	Mean	Std. Deviation	Degree
1.	Academic programs at the university are designed to encourage the application of social entrepreneurship.	2.23	.950	Low
2.	The university offers educational courses to promote the application of social entrepreneurship.	2.34	.921	Low
3.	Teaching methods and means at the university aim to encourage the application of social entrepreneurship.	2.44	.907	Low
4.	The university actively promotes the development of social entrepreneurship through academic activities.	2.43	.955	Low
5.	The university's mission explicitly includes its role in society.	2.37	.922	Low
6.	Experienced social entrepreneurs are attracted to work at the university.	2.35	.942	Low
7.	The university integrates social entrepreneurship into its faculty selection and appointment process.	2.48	.984	Low
8.	The university considers the application of social entrepreneurship when formulating its internal policies.	2.58	.999	Low
	Average	2.40	.947	Low

The questionnaire dimension "Curriculum and Education" consisted of eight statements measuring the influence of curriculum and education on Empowering Social Entrepreneurship at Al Quds University. The respondents rated these statements on a five-point Likert scale. The findings are presented in Table (8).

The results indicate that the respondents generally perceive a low level of encouragement for the application of social entrepreneurship at the university. The mean scores for all items are below the midpoint of the scale (3.0), indicating a negative perception of the university's efforts in empowering social entrepreneurship.

Among the statements, paragraph 8 "The university considers the application of social entrepreneurship when formulating its internal policies" has the highest mean score of 2.58. However, it still falls below the midpoint, suggesting that the university does not give enough consideration to social entrepreneurship in its internal policies.

On the other hand, paragraphs 1-3, which pertain to the university's academic programs and teaching methods, have the lowest mean scores. This implies that respondents perceive these areas to be the least supportive of social entrepreneurship. To better encourage the application of social entrepreneurship, the university may need to focus on improving its academic programs and teaching methods.

Overall, the average mean score of 2.40 and a standard deviation of 0.947 indicate that there is significant room for improvement in the university's efforts to promote social entrepreneurship. These results highlight the need for the university to enhance its initiatives and support mechanisms to foster social entrepreneurship among students.

4.2.2.2. Role of Research and Innovation on the Empowering Social Entrepreneurship:

Table (9): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Research and Innovation

N	Paragraph	Mean	Std. Deviation	Degree
1.	The university's research, innovation strategy, and projects are integrated with the development of social entrepreneurship.	2.28	.952	Low
2.	The university offers knowledge, innovations, and solutions to support the implementation of social entrepreneurship.	2.43	.948	Low
3.	The university addresses the challenges of social entrepreneurship that require new knowledge and innovative business approaches.	2.50	.998	Low
4.	The university encourages interdisciplinary research projects to foster the development of social entrepreneurship.	2.13	.932	Low
5.	The university integrates the results of social entrepreneurship research and innovation projects into its undergraduate courses and services.	2.37	.874	Low
6.	The university publishes the results of research projects focused on social entrepreneurship at the local and international levels.	2.35	.948	Low
7.	The university promotes the integration of social entrepreneurship into research and innovation projects, guided by scientific research ethics.	2.31	.936	Low
8.	Al-Quds University fosters brainstorming and idea generation in the field of social entrepreneurship.	2.49	1.066	Low
	Average	2.36	.957	Low

The research and innovation dimension in the questionnaire included eight statements reflecting the influence of research and innovation on empowering Social Entrepreneurship at Al-Quds University. The findings are presented in Table (9).

The results provide insights into the respondents' perceptions regarding the integration of social entrepreneurship in the research and innovation activities of Al-Quds University. The average mean score for all paragraphs is 2.36, indicating a low degree of integration of social entrepreneurship in research and innovation activities.

Among the paragraphs, 1, 2, 3, 5, 6, and 7 show relatively similar mean scores ranging from 2.28 to 2.50. These scores suggest a low degree of integration of social entrepreneurship in research and innovation activities. It indicates that the university does not fully incorporate social entrepreneurship in these areas and needs to put more effort into addressing the challenges associated with social entrepreneurship.

Paragraph 4 has the lowest mean score of 2.13, indicating an even lower degree of integration of social entrepreneurship in research and innovation activities compared to the other paragraphs. This paragraph suggests that the university does not encourage interdisciplinary research projects, which are crucial for the development of social entrepreneurship.

On the other hand, paragraph 8 has the highest mean score of 2.49. However, the relatively high standard deviation of 1.066 indicates some disagreement among the respondents. This paragraph suggests that the university fosters brainstorming and idea generation in the field of social entrepreneurship, but there are varying opinions among the respondents.

Overall, the results suggest that Al-Quds University needs to exert more effort in integrating social entrepreneurship into research and innovation activities to effectively address the challenges associated with social entrepreneurship.

4.2.2.3. Role of Incubation and Acceleration on the Empowering Social Entrepreneurship:

This dimension in the questionnaire was represented by eight statements reflecting the influence of Incubation and Acceleration on the Empowering Social Entrepreneurship in Al Quds University in the form of five Likert scale. Table (10) shows the result of Incubation and Acceleration dimension.

The results indicate that the university has a range of initiatives and policies in place to promote and support social entrepreneurship. The mean scores for each paragraph range

from 2.24 to 2.61, indicating that the participants rated the university's efforts in these areas as low to moderate.

Table (10): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Incubation and Acceleration

N	Paragraph	Mean	Std. Deviation	Degree
1.	The university has a specialized unit that applies social entrepreneurship principles and knowledge within its organizational structure.	2.24	.942	Low
2.	The university provides halls for social entrepreneurs to use.	2.44	.956	Low
3.	The university takes into account social entrepreneurship principles in various areas, including administrative operations	2.48	.965	Low
4.	The university takes into account social entrepreneurship principles in various areas, including infrastructure	2.57	.994	Low
5.	The university takes into account social entrepreneurship principles in various areas, including environmental projects	2.49	1.002	Low
6.	The university takes into account social entrepreneurship principles in various areas, including purchasing policy	2.61	.962	Moderate
7.	The university takes into account social entrepreneurship principles in various areas, including energy management	2.58	.971	Low
8.	Al-Quds University offers training and mentoring for those interested in social entrepreneurship.	2.45	1.013	Low
9.	The university's incubator has a strategic plan that prioritizes social entrepreneurship.	2.51	.946	Low
10.	The incubator conducts awareness activities for employees regarding the economic environment.	2.53	.980	Low
11.	The university provides infrastructure, resources, and other facilities for social entrepreneurs to use.	2.53	1.016	Low
12.	The university has action plans that contribute to the implementation of social entrepreneurship.	2.52	.954	Low
13.	The university uses clear indicators and criteria to evaluate the effectiveness of social entrepreneurship across its programs.	2.47	.950	Low
	Average	2.49	.979	Low

Specifically, the university has a specialized unit dedicated to applying social entrepreneurship principles and knowledge within its organizational structure. It also

provides halls and infrastructure resources for social entrepreneurs to use and offers training and mentoring for those interested in social entrepreneurship. It uses clear indicators and criteria to evaluate the effectiveness of social entrepreneurship across its programs. Also, it appears that the university has taken steps to integrate social entrepreneurship principles into various areas, such as administrative operations, infrastructure, environmental projects, purchasing policy, and energy management. The university also mentors, and resources to support social entrepreneurs, and has a strategic plan in place for its incubator that prioritizes social entrepreneurship.

However, the results show the mean scores are generally low and also show room for improvement, indicating that the respondents did not strongly agree that the university has fully integrated social entrepreneurship principles into its operations. statement 6 had a moderate standard deviation, indicating some variability in responses for this particular item. while the university takes into account social entrepreneurship principles in various areas, including administrative operations, infrastructure, and environmental projects, the mean scores for these paragraphs are relatively low, indicating that there is room for improvement in these areas. The same is true for the university's efforts to foster brainstorming and idea generation in the field of social entrepreneurship, which had a moderate mean score of 2.49.

4.2.2.4. Role of Partnerships and Collaborations on the Empowering Social Entrepreneurship:

Table (11): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Partnerships and Collaborations

N	Paragraph	Mean	Std. Deviation	Degree
1.	The university collaborates with both public and private sectors, providing advice, feedback, and sharing experiences to support the implementation of social entrepreneurship.	2.30	1.019	Low
2.	The university encourages the development of social entrepreneurship through extracurricular student activities.	2.31	.905	Low
3.	The university actively participates in national and international activities aimed at supporting social entrepreneurship.	2.17	.920	Low
4.	The university is currently developing a comprehensive strategy to promote the application of social entrepreneurship at both local and international levels.	2.41	.881	Low
5.	Contracts with significant environmental impact, such as construction activities, include indicators of social entrepreneurship.	2.44	.935	Low
	Average	2.33	.932	Low

This dimension in the questionnaire was represented by five statements reflecting the influence of Incubation and Acceleration on Empowering Social Entrepreneurship in Al Quds University in the form of five Likert scale. Table (11) shows the result of Incubation and Acceleration dimension. The results show that the mean score for all five paragraphs is 2.33, which is considered low on the scale of influence. The standard deviation of 0.932 indicates that the scores are relatively close together, suggesting that respondents had similar perceptions of the university's efforts in social entrepreneurship.

Each paragraph describes a different aspect of the university's involvement in empowering social entrepreneurship, such as collaboration with public and private sectors, extracurricular activities, and comprehensive strategy development. The scores for each paragraph range from 2.17 to 2.44, indicating that respondents perceived some efforts as slightly more impactful than others, but overall, the scores are quite similar.

In summary, these results suggest that while the university is making efforts to promote social entrepreneurship, respondents did not perceive these efforts as particularly influential. The university may want to consider additional strategies or approaches to better support and encourage social entrepreneurship among its students and community.

4.2.2.5. Role of Awareness and Outreach on the Empowering Social Entrepreneurship:

Table (12): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to the Awareness and Outreach

N	Paragraph	Mean	Std. Dev.	Degree
1.	Al-Quds University offers training and education in social entrepreneurship to the local community.	2.31	1.012	Low
2.	The university collaborates with the Student Union to implement activities that promote social entrepreneurship.	2.37	.973	Low
3.	The university considers the application of social entrepreneurship in its external policies.	2.39	.968	Low
4.	The university provides activities for its employees to learn about social entrepreneurship.	2.46	.959	Low
5.	The university encourages its academic staff to participate in international conferences that advance social entrepreneurship.	2.42	1.000	Low
6.	The university facilitates connections between experienced social entrepreneurs and start-up entrepreneurs.	2.42	.999	Low
7.	The university promotes social entrepreneurship projects through media coverage.	2.40	1.046	Low
	Average	2.40	.994	Low

This dimension in the questionnaire was represented by seven statements reflecting the influence of Awareness and Outreach on the Empowering Social Entrepreneurship in Al Quds University in the form of five Likert scale. Table (12) shows the result of Awareness and Outreach dimension.

The mean score for all seven paragraphs is 2.40, which is also considered low on the scale of influence. The standard deviation of 0.994 indicates that the scores are relatively close together, suggesting that respondents had similar perceptions of the university's efforts in social entrepreneurship.

Each paragraph describes a specific action taken by the university to promote social entrepreneurship, such as offering training and education to the local community, collaborating with the Student Union, and facilitating connections between experienced and start-up entrepreneurs. The scores for each paragraph range from 2.31 to 2.46, with the highest score being for providing activities for employees to learn about social entrepreneurship.

Overall, these results suggest that while Al-Quds University is making efforts to promote social entrepreneurship, respondents did not perceive these efforts as particularly influential. The university may want to consider additional strategies or approaches to better support and encourage social entrepreneurship among its students, faculty, and the wider community.

4.2.2.6. Role of Alumni Network and Support on Empowering Social Entrepreneurship:

This dimension in the questionnaire was represented by eight statements reflecting the influence of Alumni Network and Support on the Empowering Social Entrepreneurship in Al Quds University in the form of five Likert scale. Table (13) shows the result of Alumni Network and Support dimension. The results show that the university is taking steps toward supporting social entrepreneurship, but there is room for improvement in several areas.

The mean scores for each paragraph range from 2.28 to 2.52, with an average mean score of 2.43, indicating low support for social entrepreneurship. However, it's important to note that the degree of variability between the scores is relatively small, with standard deviations ranging from .919 to .979, indicating that the responses were relatively not consistent across the different survey items. Paragraph 6 received the highest mean score of 2.52, indicating that the university offers financial support to social entrepreneurs. This is a positive sign, as financial support is often critical for the success of social entrepreneurship ventures.

Table (13): Analysis of the dimension of the Role of Al Quds University on the Empowering Social Entrepreneurship related to the Alumni Network and Support

N	Paragraph	Mean	Std. Dev.	Degree
1.	The university promotes the formation of social entrepreneurship clubs.	2.28	1.034	Low
2.	The university organizes competitions and events among students to foster a culture of social entrepreneurship.	2.36	.932	Low
3.	The university provides incentives and rewards to employees who support social entrepreneurship activities.	2.44	.967	Low
4.	The university has a sustainable financial strategy in place to support the development of social entrepreneurship and entrepreneurial projects.	2.49	.969	Low
5.	The university collaborates closely with social entrepreneurs.	2.47	.979	Low
6.	The university offers financial support to social entrepreneurs.	2.52	.919	Low
7.	The university supports strategies addressing environmental challenges faced by social entrepreneurs.	2.49	.978	Low
8.	The university regularly follows up with social entrepreneurs to identify and address any issues they encounter.	2.42	.961	Low
9.	Average	2.43	.967	Low

Then Paragraphs 4 and 7 received 2.49 for each one, indicating that the university has a sustainable financial strategy in place to support the development of social entrepreneurship and entrepreneurial projects, and the university supports strategies addressing environmental challenges faced by social entrepreneurs. These findings suggest that the university recognizes the importance of financial support and is willing to invest in social entrepreneurship.

On the other hand, Paragraph 1 received the lowest mean score of 2.28, indicating that the university could do more to promote the formation of social entrepreneurship clubs. Similarly, Paragraph 2 received a mean score of 2.36, indicating that there is still room for improvement in terms of organizing competitions and events among students to foster a culture of social entrepreneurship.

In general, the results suggest that the university could benefit from taking a more proactive approach to supporting social entrepreneurship. This could include developing more comprehensive strategies to promote social entrepreneurship at the local and international levels, collaborating more closely with social entrepreneurs, and providing more support and resources to students and employees interested in social entrepreneurship.

4.2.2.3. The Empowering Social Entrepreneurship:

Knowledge Dimension:

Table (14): Analysis of the Knowledge Dimension of Empowering Social Entrepreneurship

N	Paragraph	Mean	Std. Deviation	Degree
1.	Establishing a comprehensive knowledge base on prominent social entrepreneurship institutions.	2.08	1.027	Low
2.	Enhancing students' comprehension of techniques for propagating the social entrepreneurship culture.	2.20	.888	Low
3.	Improving students' aptitude to recognize potential beneficiaries of social entrepreneurship endeavors.	2.26	.912	Low
4.	Refining students' skills in persuasion for social initiators and collaborators.	2.33	.950	Low
5.	Familiarizing students with the decision-making mechanism of university students.	2.25	1.007	Low
6.	Preparing social entrepreneurship project feasibility reports.	2.32	.990	Low
7.	Identifying and assessing the challenges encountered by the target groups.	2.29	.971	Low
8.	Conducting economic and social analyses and gauging their reciprocal influence.	2.30	.925	Low
9.	Enhancing students' capacity to implement novel practices and methodologies in social entrepreneurial undertakings	2.26	.970	Low
	Average	2.25	.960	Low

This dimension in the questionnaire was represented by nine statements reflecting the influence of Knowledge Dimension of the Empowering Social Entrepreneurship in Al Quds University in the form of five Likert scale. Table (14) shows the result of Knowledge Dimension.

Based on the results, all activities received a low rating, with an average rating of 2.25. This suggests that there is room for improvement in all areas related to social entrepreneurship and that additional efforts are needed to enhance students' knowledge and skills related to social entrepreneurship.

However, it is important to note that the degree of variability in the ratings was also low, indicating that the participants had a consistent level of agreement on the ratings for each activity.

Overall, these results suggest a need to enhance students' knowledge and skills in social entrepreneurship. Further efforts may be needed to develop effective strategies for empowering and implementing social entrepreneurship initiatives.

For example, activity 1 focused on "Establishing a comprehensive knowledge base on prominent social entrepreneurship institutions" and received a mean rating of 2.08, which is considered low. Similarly, activity 4 focused on "Refining students' skills in persuasion for social initiators and collaborators" and received a mean rating of 2.33, which is also considered low.

However, it's worth noting that the degree of variability in the ratings was also low, indicating that the participants tended to agree on the level of achievement for each activity. This suggests that the results are reliable and that the group has a consistent level of understanding and performance related to social entrepreneurship.

In summary, the results suggest that while the group being evaluated has some knowledge and skills related to social entrepreneurship, there is significant room for improvement. Additional efforts are needed to enhance their understanding, skills, and capacity.

Students' Personal Skills:

The dimension "Students' Personal Skills" in the questionnaire consisted of twelve statements measuring the influence of personal skills on Empowering Social Entrepreneurship at Al Quds University. The findings are presented in Table (15).

The results indicate that the mean scores range from 2.04 to 2.38, with standard deviations ranging from 0.888 to 1.003. These values suggest some variability in the responses for each skill, although the standard deviation for each skill is relatively low. This implies that there is high variation in the responses, and most participants disagreed on the relative importance of the different skills. However, it is important to note that there may be outliers or dissenting opinions that are not reflected in the mean scores.

The average mean score of 2.25 suggests that the surveyed participants considered all the skills to be of low importance. This may indicate a lack of awareness or appreciation for the value of these skills in the context of social entrepreneurship. It is crucial to recognize that social entrepreneurship requires a combination of business acumen, social awareness, and

personal skills. Neglecting any of these areas could hinder the effectiveness and sustainability of social ventures.

The skills rated highest by participants were "Strengthening coordination skills with social entrepreneurship institutions to benefit from their previous experiences" and "Enhancing sourcing skills to obtain necessary resources for social entrepreneurship," with mean scores above 2.3. These skills highlight the importance of working with other organizations to maximize impact and secure resources for social entrepreneurship.

Table (15): Analysis of the dimension of the Role of Al Quds University on the Empowering Social Entrepreneurship related to the Students' Personal Skills

N	Paragraph	Mean	Std. Deviation	Degree
1.	Developing effective communication skills and the ability to build strong relationships.	2.04	.905	Low
2.	Acquiring the ability to work collaboratively in a team.	2.14	.892	Low
3.	Developing initiative and entrepreneurship skills.	2.18	.896	Low
4.	Enhancing motivational skills for social entrepreneurs.	2.32	.949	Low
5.	Fostering creative abilities to generate innovative solutions to social problems.	2.30	.950	Low
6.	Improving time management skills and overcoming time-related challenges.	2.27	.917	Low
7.	Developing the skill of identifying opportunities for social entrepreneurship.	2.30	.977	Low
8.	Enhancing sourcing skills to obtain necessary resources for social entrepreneurship.	2.37	.980	Low
9.	Strengthening coordination skills with social entrepreneurship institutions to benefit from their previous experiences.	2.38	1.003	Low
10.	Developing effective dialogue skills.	2.24	.931	Low
11.	Increasing the sense of social responsibility and willingness to be accountable to the public for achieved results.	2.26	.924	Low
12.	Nurturing moral traits and values that promote integrity and altruism, making them social role models.	2.24	.888	Low
	Average	2.25	.934	Low

On the other hand, the skill rated lowest was "Developing effective communication skills and the ability to build strong relationships," with a mean score of 2.04. This suggests a need for social entrepreneurs to focus more on improving their communication skills and building strong relationships with stakeholders, including customers, partners, and investors.

Other skills perceived as of low importance were related to personal and professional development, such as "Acquiring the ability to work collaboratively in a team," "Developing initiative and entrepreneurship skills," "Enhancing motivational skills for social entrepreneurs," and "Fostering creative abilities to generate innovative solutions to social problems." Although these skills are essential for social entrepreneurship success, they may be perceived as less urgent or less relevant compared to immediate needs like securing resources and coordinating with other organizations.

Overall, the results indicate a need for greater awareness and emphasis on the importance of developing a range of skills for SE. Effective communication, collaboration, creativity, and ethical leadership are crucial for making a positive impact on society. The findings also suggest potential overlap or interdependence among different skills. For example, effective communication skills may be necessary for building relationships and identifying opportunities for social entrepreneurship. Similarly, creative abilities may be needed to generate innovative solutions that require collaboration and coordination with other organizations. Therefore, adopting a holistic approach to skill development for social entrepreneurship, rather than focusing on isolated skills, may be beneficial.

Management Skills:

Table (16): Analysis of the dimension of the Role of Al Quds University on Empowering Social Entrepreneurship related to Management Skills

N	Paragraph	Mean	Std. Deviation	Degree
1.	Proficiency in planning and executing pilot projects effectively.	2.12	.947	Low
2.	Accurately and realistically setting goals for SE projects.	2.27	.852	Low
3.	Enhancing social entrepreneurs' skills in risk management and mitigation.	2.29	.915	Low
4.	Proactive problem-solving skills and crisis management capabilities.	2.38	.913	Low
5.	Effective presentation skills for empowering and presenting pilot projects.	2.34	1.050	Low
6.	Skills to inspire participation in SE projects and programs.	2.37	.992	Low
7.	Developing the ability to ensure the success and sustainability of social entrepreneurship projects despite limited resources.	2.32	.981	Low
8.	Leadership skills, including monitoring and evaluating social entrepreneurship projects and programs.	2.25	.925	Low
9.	Ability to adapt entrepreneurial skills to keep up with technological advancements.	2.29	.997	Low
	Average	2.29	.952	Low

The dimension "Alumni Network and Support" in the questionnaire consisted of nine statements reflecting the influence of alumni network and support on Empowering Social Entrepreneurship at Al Quds University. The findings are presented in table (16).

The results reveal that the mean scores for all skills are relatively low, ranging from 2.12 to 2.38. This suggests that the surveyed participants considered all of the skills to be of low importance for social entrepreneurship. However, it's important to consider that the significance of these scores may vary depending on the specific context and type of social entrepreneurship being discussed.

The standard deviation for each skill ranges from 0.852 to 1.050, similar to previous results. This indicates that there is not much variation in the responses for each skill, and most participants agreed on the relative importance of the different skills.

Interestingly, the skill with the highest standard deviation is "Effective presentation skills for empowering and presenting pilot projects," with a score of 1.050. This suggests that there may be more disagreement or uncertainty about the importance of presentation skills, potentially due to differences in communication styles or the perceived relevance of presentations to social entrepreneurship.

The overall results suggest that social entrepreneurs require a diverse range of skills encompassing planning, execution, leadership, adaptability, and more. Successful social entrepreneurship ventures necessitate a combination of business acumen, social awareness, and personal skills. Neglecting any of these areas could impede the effectiveness and sustainability of social ventures.

Moreover, the results highlight that social entrepreneurship demands a balance of technical and soft skills. Technical skills, such as project planning and execution, and adaptability to technological advancements, are vital for achieving tangible results and staying competitive in a rapidly evolving landscape. Soft skills, such as effective communication, teamwork, and adaptability, play a key role in building relationships, inspiring participation, and fostering a culture of innovation and learning.

The skills identified in the survey are not unique to social entrepreneurship but hold particular significance within this context due to the social and environmental challenges social entrepreneurs aim to address. Effective communication and collaboration, for instance, are critical for engaging diverse stakeholders and tackling complex social issues that require collective action and partnerships across sectors.

4.2.3. Hypothesis testing and Discussions

Hypothesis 1: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between the role of Al Quds University in fostering social entrepreneurship and the empowerment of social entrepreneurship among students at Al Quds University.

The researcher conducted a correlation analysis and ANOVA to test the hypothesis. The results suggest a significant and positive relationship between the role of AQU in fostering social entrepreneurship and the empowerment of social entrepreneurship among its students.

Table (17): Correlations between the role of AQU in fostering social entrepreneurship and the empowerment of social entrepreneurship (Sec2 Independents* Sec3 Dependent)

			Empowering Social Entrepreneurship
Spearman's rho	Alumni Network and Support	Correlation Coefficient	.636**
		Sig. (2-tailed)	.000
	Partnerships and Collaborations	Correlation Coefficient	.584**
		Sig. (2-tailed)	.000
	Incubation and Acceleration	Correlation Coefficient	.644**
		Sig. (2-tailed)	.000
	Curriculum and Education	Correlation Coefficient	.601**
		Sig. (2-tailed)	.000
	Research and Innovation	Correlation Coefficient	.613**
		Sig. (2-tailed)	.000
	Awareness and Outreach	Correlation Coefficient	.627**
		Sig. (2-tailed)	.000
	Total Independent variables	Correlation Coefficient	.699**
		Sig. (2-tailed)	.000

** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficients between the independent variables (Alumni Network and Support, Partnerships and Collaborations, Incubation and Acceleration, Curriculum and Education, Research and Innovation, Awareness and Outreach) and the dependent variable (Empowering Social Entrepreneurship) are all positive and statistically significant at the 0.01 level. This indicates a strong relationship between the variables.

Furthermore, the ANOVA results demonstrate that the independent variables collectively have a statistically significant effect on the dependent variable, with a p-value of 0.000. The coefficients table (18) shows that all six independent variables have a significant effect on the dependent variable, with p-values less than 0.05. The standardized coefficients (Beta) indicate the strength and direction of the relationship, with all values being significant at the 0.01 level.

Based on these findings, it can be concluded that the role of Al Quds University in fostering social entrepreneurship through the examined independent variables has a significant positive effect on the empowerment of social entrepreneurship among its students.

The correlation analysis in table (17) provides additional support for these conclusions. It reveals a significant positive correlation between each independent variable and the dependent variable. The correlation coefficients range from .584 to .699, indicating a strong positive relationship. Moreover, all correlation coefficients are significant at the 0.01 level, indicating a low probability of observing such a strong correlation by chance.

These results are consistent with studies: (Awan, et al., 2021), (Kumar et al., 2021), (Martínez-Martínez, & Ventura, 2020), and (Halberstadt et al. 2019).

Table (18): Coefficients^a: The role of AQU and the empowerment of social entrepreneurship

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.370	2.222		10.519	.000
	Alumni Network and Support	2.291	.109	.665	20.956	.000
2	(Constant)	28.820	2.268		12.707	.000
	Partnerships and Collaborations	3.365	.186	.609	18.086	.000
3	(Constant)	20.370	2.365		8.614	.000
	Incubation and Acceleration	1.125	.054	.664	20.905	.000
4	(Constant)	28.323	2.417		11.717	.000
	Curriculum and Education	2.062	.120	.588	17.114	.000
5	(Constant)	26.930	2.312		11.648	.000
	Research and Innovation	2.175	.117	.619	18.548	.000
6	(Constant)	27.781	2.194		12.663	.000
	Awareness and Outreach	2.394	.125	.632	19.213	.000
	(Constant)	13.579	2.336		5.813	.000
	Total Independent variables	.424	.018	.715	24.081	.000

a. Dependent Variable: Empowering Social Entrepreneurship

The ANOVA results in table (19) further confirm the significance of the relationship between the independent and dependent variables. The high F-values (ranging from 292.896 to 439.149) indicate that the independent variables collectively explain a substantial amount of the variance in the dependent variable. Additionally, all p-values are less than or equal to .000, further reducing the likelihood of observing such high F-values by chance.

Table (19): ANOVA^a: The role of Al Quds University and the empowerment of social entrepreneurship (Sec2 Independents * Sec3 Dependent) - scale

		F	Sig.
Empowering Social Entrepreneurship	Alumni Network and Support	439.149	.000
	Partnerships and Collaborations	327.108	.000
	Incubation and Acceleration	437.019	.000
	Curriculum and Education	292.896	.000
	Research and Innovation	344.024	.000
	Awareness and Outreach	369.122	.000
	Total Independent variables	579.880	.000

a. Dependent Variable: Empowering Social Entrepreneurship.

Hypothesis 2: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between curriculum and education and the empowerment of social entrepreneurship among students at Al Quds University.

The hypothesis tested examines the relationship between curriculum and education and the empowerment of social entrepreneurship among students at Al Quds University. The results indicate a statistically significant effect between these variables.

Spearman's rho correlation coefficient was calculated to assess the relationship, resulting in a coefficient of .601 and a p-value of .000. This significant correlation at the 0.01 level (2-tailed) is displayed in table (20).

To further investigate the relationship, an ANOVA was conducted to determine the significance of the regression model. The results reveal a significant regression model, with an F value of 292.896 and a p-value of .000, as shown in table (20).

Examining the coefficients table (20), the coefficient for curriculum and education is 2.062. With a standard error of .120 and a t-value of 17.114, this coefficient is statistically significant at the 0.05 level.

Consequently, the null hypothesis is rejected, and it can be concluded that there is a statistically significant effect between curriculum and education and the empowerment of social entrepreneurship among students at Al Quds University. These findings suggest that curriculum and education positively impact the empowerment of social entrepreneurship among students at the university.

These results align with the findings of eight previous studies: Addae and Ellenwood (2021), Awan et al. (2021), Kumar et al. (2021), While Blunck et al. (2021), Permatasari et al. (2020), Halberstadt et al. (2019), Lam-Lam et al. (2019), and Dobele (2016).

Table (20): Correlations, ANOVA, and Coefficients: Curriculum and Education and the Empowerment of social entrepreneurship

Correlations				Curriculum and Education		
Spearman's rho	Empowering Social Entrepreneurship	Correlation Coefficient	.601**			
		Sig. (2-tailed)	.000			
**. Correlation is significant at the 0.01 level (2-tailed).						
ANOVA ^a :						
Model		F		Sig.		
1	Regression	292.896		.000		
a. Dependent Variable: Empowering Social Entrepreneurship. b. Predictors: (Constant), Curriculum and Education						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.323	2.417		17.717	.000
	Curriculum and Education	2.062	.120	.588	17.114	.000
a. Dependent Variable: Empowering Social Entrepreneurship						

Hypothesis 3: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between incubation and acceleration and the empowerment of social entrepreneurship among students at AQU.

The correlation coefficient between incubation and acceleration and empowering social entrepreneurship is 0.644 as shown in table (21), which is statistically significant ($p < 0.01$). This suggests that there is a beneficial moderately strong relationship between incubation and acceleration and the empowerment of social entrepreneurship among students at Al Quds University.

Furthermore, the regression model is statistically significant ($F = 437.019$, $p < 0.001$) as shown in table (21), and the standardized coefficient for incubation and acceleration is 0.664, which indicates a moderately strong positive effect on Empowering Social Entrepreneurship.

The coefficients table (21) shows that the coefficient for curriculum and education is 2.65, with a standard error of .054 and a t-value of 20.907, which is statistically significant at the 0.05 level.

Therefore, the null hypothesis (H3) can be rejected, and it can be concluded that there is a statistically significant effect between incubation and acceleration and the empowerment of social entrepreneurship among students at Al Quds University. The result suggests that incubation and acceleration programs can effectively promote social entrepreneurship among students at this university.

Seven research have found that these outcomes are reliable: (Du, et al., 2020), (Hassan, 2019), (Hisam, 2018), (Gilmeanu & Găucă, 2017), (Schmitz et al., 2017), (Roura, 2015), and (Wang and Wang, 2013).

Table (21): Correlations, ANOVA, and Coefficients: Incubation and Acceleration and the Empowerment of social entrepreneurship

Correlations			Incubation and Acceleration		
Spearman's rho	Empowering Social Entrepreneurship	Correlation Coefficient	.644**		
		Sig. (2-tailed)	.000		
**. Correlation is significant at the 0.01 level (2-tailed).					
ANOVA ^a :					
Model		F		Sig.	
1	Regression	437.019		.000 ^b	
a. Dependent Variable: Empowering Social Entrepreneurship. Predictors: (Constant), Incubation and Acceleration					
Coefficients ^a :					
Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	20.370	2.365	8.614	.000
	Incubation and Acceleration	1.125	.054	.664	.000
a. Dependent Variable: Empowering Social Entrepreneurship					

Hypothesis 4: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between research and innovation and the empowerment of social entrepreneurship among students at Al Quds University.

The correlation analysis examined the relationship between research and innovation and the empowerment of social entrepreneurship among students at Al Quds University. The results, shown in table (22), indicate a statistically significant correlation coefficient of 0.619 ($p < 0.01$). This suggests a beneficial moderately strong relationship between research and innovation and the empowerment of social entrepreneurship among students at the university.

Furthermore, the regression model, as depicted in table (22), is statistically significant ($F = 344.024$, $p < 0.001$), indicating a moderately strong positive effect on Empowering Social Entrepreneurship.

In the coefficients table (22), the coefficient for research and innovation is 2.175. With a standard error of .117 and a t-value of 18.584, this coefficient is statistically significant at the 0.05 level.

As a result, the null hypothesis (H4) can be rejected, and it can be concluded that there is a statistically significant effect between research and innovation and the empowerment of social entrepreneurship among students at Al Quds University. These findings suggest that incubation and acceleration programs effectively promote social entrepreneurship among students at the university.

These results align with the findings of seven previous studies: Du et al. (2020), Hassan (2019), Hisam (2018), Gilmeanu & Găucă (2017), Schmitz et al. (2017), Roura (2015), and Wang and Wang (2013). These studies support the reliability and validity of the outcomes obtained in this research.

Table (22): Correlations, ANOVA, and Coefficients: Research and Innovation and the Empowerment of social entrepreneurship

Correlations			Research and Innovation			
Spearman's rho	Empowering Social Entrepreneurship	Correlation Coefficient	.613**			
		Sig. (2-tailed)	.000			
**. Correlation is significant at the 0.01 level (2-tailed).						
ANOVA ^a :						
Model		F	Sig.			
1	Regression	344.024	.000			
a. Dependent Variable: Empowering Social Entrepreneurship. b. Predictors: (Constant), Research and Innovation						
Coefficients ^a :						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.930	2.312		11.684	.000
	Research and Innovation	2.175	.117	.619	18.548	.000
a. Dependent Variable: Empowering Social Entrepreneurship						

Hypothesis 5: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between partnerships and collaborations and the empowerment of social entrepreneurship among students at Al Quds University.

The correlation analysis examined the relationship between partnerships and collaborations and the empowerment of social entrepreneurship among students at Al Quds University. The results, shown in table (23), indicate a statistically significant correlation coefficient of 0.584 ($p < 0.01$). This suggests a beneficial moderately strong relationship between partnerships and collaborations and the empowerment of social entrepreneurship among students at the university.

Furthermore, the regression model, as depicted in table (23), is statistically significant ($F = 327.108$, $p < 0.001$). The standardized coefficient for partnerships and collaborations is 0.609, indicating a moderately strong positive effect on Empowering Social Entrepreneurship.

In table (23), the coefficient for partnerships and collaborations is 3.365. With a standard error of .186 and a t-value of 18.086, this coefficient is statistically significant at the 0.05 level.

As a result, the null hypothesis (H5) can be rejected, and it can be concluded that there is a statistically significant effect between partnerships and collaborations and the empowerment of social entrepreneurship among students at Al Quds University. These findings suggest that partnerships and collaborations programs effectively promote social entrepreneurship among students at the university.

These results are consistent with four studies: (Cinar, R. 2019), (Barba-Sánchez and Atienza-Sahuquillo, 2018), (Cheung, et al., 2018), (Hallo, I., 2013), and (OECD, (2012). These studies support the reliability and validity of the outcomes obtained in this research.

Table (23): Correlations, ANOVA, and Coefficients: partnerships and collaborations and the Empowerment of social entrepreneurship

Correlations					partnerships and collaborations		
Spearman's rho	Empowering Social Entrepreneurship		Correlation Coefficient	.584**			
			Sig. (2-tailed)	.000			
**. Correlation is significant at the 0.01 level (2-tailed).							
ANOVA ^a							
Model			F		Sig.		
1	Regression		327.108		.000 ^b		
a. Dependent Variable: Empowering Social Entrepreneurship. b. Predictors: (Constant), Partnerships and Collaborations							
Coefficients ^a							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)		28.820	2.268		12.707	.000
	Partnerships and Collaborations		3.365	.186	.609	18.086	.000
a. Dependent Variable: Empowering Social Entrepreneurship							

Hypothesis 6: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between awareness and outreach and the empowerment of social entrepreneurship among students at Al Quds University.

To test this hypothesis, the researcher measured the correlation between awareness and outreach and the empowerment of social entrepreneurship among students using Spearman's rho. The resulting correlation coefficient was .627 as shown in table (24), and the associated p-value was .000, indicating that the correlation was statistically significant at the 0.01 level (two-tailed).

The researcher then conducted an ANOVA as shown in table (24) to assess the overall effect of awareness and outreach on Empowering Social Entrepreneurship. The regression model was significant, $F(1, 199) = 369.122$, $p = .000$, indicating that awareness and outreach significantly predicted the empowerment of social entrepreneurship.

Table (24): Correlations, ANOVA, and Coefficients: awareness and outreach and the Empowerment of social entrepreneurship

Correlations			awareness and outreach			
Spearman's rho	Empowering Social Entrepreneurship	Correlation Coefficient	.627**			
		Sig. (2-tailed)	.000			
**. Correlation is significant at the 0.01 level (2-tailed).						
ANOVA ^a						
Model		F		Sig.		
1	Regression	369.122		.000		
a. Dependent Variable: Empowering Social Entrepreneurship. b. Predictors: (Constant), awareness and outreach.						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.781	2.194		12.663	.000
	awareness and outreach	2.394	.125	.632	19.213	.000
a. Dependent Variable: Empowering Social Entrepreneurship						

The researcher examined the regression model coefficients to determine the direction and strength of the relationship between awareness and outreach and the empowerment of social entrepreneurship.

The unstandardized coefficient as shown in table (24) for awareness and outreach was 2.394, with a standard error of .125 and a t-value of 19.213. The associated p-value was again .000, indicating that the coefficient was statistically significant at the 0.01 level (two-tailed). The

positive beta coefficient of .632 suggests that as awareness and outreach increase, the empowerment of social entrepreneurship among students also increases.

Based on these results, the null hypothesis (Hypothesis 6) is rejected. There is a statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between awareness and outreach and the empowerment of social entrepreneurship among students at Al Quds University.

These results are consistent with five studies: (Buana & Masjud, 2020), (Akella, & Eid, 2018), (Also, Shahverdi, et al., 2018), (Lekhanya, L. 2015), and (Lee, 2014).

Hypothesis 7: There is no statistically significant effect at the level of statistical significance ($\alpha \leq 0.05$) between alumni network and support and the empowerment of social entrepreneurship among students at Al Quds University.

Based on the results, it can be concluded that the null hypothesis H7 (i.e., there is no statistically significant effect at the level of statistical significance between alumni network and support and the empowerment of social entrepreneurship among students at Al Quds University) is rejected. This is because the correlation coefficient (Spearman's rho) between alumni networks and support and empowering social entrepreneurship is .636 as shown in table (25) with a p-value of .000, indicating a statistically significant positive relationship between the two variables.

Table (25): Correlations, ANOVA, and Coefficients: Alumni Network and Support and the Empowerment of social entrepreneurship

Correlations				Alumni Network and Support		
Spearman's rho	Empowering Social Entrepreneurship	Correlation Coefficient	.636**			
		Sig. (2-tailed)	.000			
**. Correlation is significant at the 0.01 level (2-tailed).						
ANOVA ^a						
Model		F	Sig.			
1	Regression	439.149	.000b			
a. Dependent Variable: Empowering Social Entrepreneurship. b. Predictors: (Constant), Alumni Network and Support						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.370	2.222		10.519	.000
	Alumni Network and Support	2.291	.109	.665	20.956	.000
a. Dependent Variable: Empowering Social Entrepreneurship						

The ANOVA table (25) also supports the rejection of the null hypothesis, as the regression model with alumni network and support as a predictor variable is statistically significant ($F(1, 140) = 439.149, p < .001$). The coefficient as shown in table (25) for alumni network and support in the regression model is 2.291, which is statistically significant ($t = 20.956, p < .001$), indicating that alumni network and support positively promote social entrepreneurship among students at Al Quds University.

In summary, the results suggest a positive relationship between the alumni network and support and the empowerment of social entrepreneurship among students at Al Quds University. This finding is statistically significant at the 0.01 level (2-tailed).

These results are consistent with five studies: (Martínez-Martínez, & Ventura, 2020), (A Rahman, et al., 2019), (Zahra, et al., 2018), (Rahim & Lajin 2015), and (Salamzadeh, et al., 2013).

Hypothesis 8: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of empowerment of social entrepreneurship among students at Al Quds University, due to the characteristics of these students (gender, age, college, and academic level).

Looking at the ANOVA table (26), we can see that some independent variables have statistically significant effects on the dependent variable of empowering social entrepreneurship. Specifically, age ($p = 0.046$), the college where the students are studying ($p = 0.003$), and academic level ($p = 0.018$) have statistically significant effects. The remaining independent variables, including gender, do not have statistically significant effects.

Therefore, we can reject the null hypothesis (H8) and conclude that there are statistically significant differences in the level of empowering social entrepreneurship among students in Al Quds University due to some of the characteristics of these students, specifically their age, the college where they are studying, and academic level, but not their gender.

It is important to note that while the overall ANOVA test is statistically significant ($p < 0.001$), this does not necessarily mean that all the independent variables have statistically significant effects. In this case, only some of the variables are found to have statistically significant effects, and the others are not.

In this case, we can see that age, the college where the students are studying, and academic level have p-values less than 0.05, indicating that there is a statistically significant effect of these variables on the level of empowering social entrepreneurship among students in Al Quds University. On the other hand, gender does not have a statistically significant effect.

Gender: The ANOVA table shows no statistically significant difference in the level of empowerment of social entrepreneurship among male and female students at Al Quds University. This means that gender does not play a role in determining the level of empowerment of social entrepreneurship among the students in this study.

Age: The ANOVA table shows a statistically significant difference in the level of empowerment of social entrepreneurship among students of different ages at Al Quds University. However, the effect size is relatively small (mean square = 1.043), which suggests that age is not a particularly strong predictor of the level of empowerment of social entrepreneurship.

College: The ANOVA table shows a statistically significant difference in the level of empowerment of social entrepreneurship among students in different colleges at Al Quds University. Specifically, students in the curriculum and education college reported significantly higher levels of empowerment of social entrepreneurship compared to students in the other two colleges. This suggests that the college in which a student is enrolled may influence their level of empowerment of social entrepreneurship.

Academic level: The ANOVA table shows that there is a statistically significant difference in the level of empowerment of social entrepreneurship among students at different academic levels at Al Quds University. Specifically, students at higher academic levels reported significantly higher levels of empowerment of social entrepreneurship compared to students at lower academic levels. This suggests that the academic level may play a role in empowering social entrepreneurship among students.

Overall, these findings suggest that age and gender may not be strong predictors of the level of empowerment of social entrepreneurship among students at Al Quds University, while college and academic levels may have some influence. However, it's important to note that these findings are specific to the population studied and may not necessarily generalize to other populations or contexts.

These results are consistent with five studies: (A Rahman, et al., 2019), (Zahra, et al., 2018), (Sutha & Sankar, (2016), and (Salamzadeh, et al., 2013)

Table (26): ANOVA (“Sec2 Independents & demographics” * Sec3 Dependent) – Category: Differences in sample answers about the effect of the role of AQU and the empowerment of SE among students in AQU due to (gender, age, the college, and academic level).

Empowering Social Entrepreneurship	Sum of Squares	df	Mean Square	F	Sig.
Gender	.208	1	.208	.307	.580
Age	22.953	22	1.043	1.580	.046
The college where you are studying	7.638	2	3.819	5.750	.003
Academic Level	6.762	3	2.254	3.380	.018
Curriculum and Education	121.063	2	60.531	131.873	.000
Research and Innovation	112.238	2	56.119	118.153	.000
Incubation and Acceleration	110.350	2	55.175	115.336	.000
Partnerships and Collaborations	107.512	2	53.756	111.177	.000
Awareness and Outreach	114.328	2	57.164	121.318	.000
Alumni Network and Support	108.574	2	54.287	112.722	.000
Total Sec 2 (Independents)	154.845	2	77.422	194.565	.000

a. Dependent Variable: Empowering Social Entrepreneurship

4.2.4 Multiple Logistic Regression

The table (27) provided outlines the results of a multiple logistic regression analysis evaluating the impact of demographic and educational variables on different factors of social entrepreneurship. The beta (β) values indicate the change in the log odds of the outcome for a one-unit change in the predictor variable, holding other variables constant. A positive beta suggests an increase in the log odds, and a negative beta suggests a decrease.

The 95% Confidence Interval (95% CI) gives a range of values that are likely to contain the true beta value. If this range includes zero, it implies that the effect is not statistically significant at the 0.05 level. The p-value indicates the probability of observing the data, or more extreme, under the null hypothesis. A p-value below 0.05 typically indicates statistical significance.

From the analysis, significant effects are observed in several areas. The variable 'Training Courses on social entrepreneurship' consistently shows a positive and significant effect across multiple factors of social entrepreneurship, including 'Incubation and Acceleration', 'Awareness and Outreach', 'Alumni Network and Support', 'Knowledge Dimension', 'Students' Personal Skills', and 'Management Skills'. This suggests that participation in training courses is positively associated with these aspects of social entrepreneurship.

Table 27: Multiple logistic regression analysis evaluating the impact of demographic and educational variables on different factors of social entrepreneurship.

Social Entrepreneurship Factors		Gender	Age	Place of residence	College	Training Courses	Academic level
Curriculum and Education	Beta	0.06	-0.03	-0.05	-0.01	0.06	0.1
	95% C.I	(-0.24-1.76)	(-0.15-0.07)	(-1.23-0.34)	(-0.64-0.52)	(-0.28-1.54)	(0.07-1.08)
	P-Value	0.137	0.485	0.264	0.832	0.171	0.025
Research and Innovation	Beta	0.02	0.04	-0.07	-0.01	0.08	0.08
	95% C.I	(-0.76-1.24)	(-0.06-0.16)	(-1.44-0.13)	(-0.66-0.49)	(-0.07-1.74)	(-0.05-0.95)
	P-Value	0.638	0.364	0.101	0.776	0.069	0.078
Incubation and Acceleration	Beta	0.01	0.06	-0.12	-0.02	0.15	0.06
	95% C.I	(-1.86-2.22)	(-0.07-0.38)	(-3.85--0.65)	(-1.49-0.87)	(1.48-5.19)	(-0.29-1.76)
	P-Value	0.863	0.179	0.006	0.606	0.000	0.159
Partnerships and Collaborations	Beta	-0.02	0.07	-0.03	0.01	0.1	0.03
	95% C.I	(-0.77-0.51)	(-0.02-0.12)	(-0.68-0.32)	(-0.33-0.41)	(0.1-1.26)	(-0.21-0.43)
	P-Value	0.692	0.159	0.478	0.834	0.021	0.498
Awareness and Outreach	Beta	0	0.04	-0.1	-0.01	0.13	0.08
	95% C.I	(-0.9-0.94)	(-0.05-0.15)	(-1.62--0.18)	(-0.59-0.48)	(0.46-2.13)	(-0.07-0.85)
	P-Value	0.962	0.362	0.015	0.843	0.002	0.100
Alumni Network and Support	Beta	-0.03	0.04	-0.11	0.04	0.19	0.12
	95% C.I	(-1.31-0.69)	(-0.07-0.16)	(-1.79--0.23)	(-0.27-0.88)	(1.07-2.88)	(0.18-1.18)
	P-Value	0.545	0.438	0.011	0.302	0.000	0.008
Knowledge Dimension	Beta	-0.03	-0.09	-0.05	0.05	0.13	0.15
	95% C.I	(-1.49-0.81)	(-0.25-0.01)	(-1.44-0.36)	(-0.31-1.02)	(0.53-2.62)	(0.39-1.55)
	P-Value	0.560	0.061	0.238	0.296	0.003	0.001
Students' Personal Skills	Beta	-0.05	-0.12	-0.07	-0.07	0.12	0.16
	95% C.I	(-2.3-0.66)	(-0.39--0.06)	(-2.2-0.11)	(-1.52-0.19)	(0.55-3.23)	(0.61-2.09)
	P-Value	0.277	0.008	0.077	0.128	0.006	0.000
Management Skills	Beta	0	-0.11	-0.09	-0.02	0.11	0.14
	95% C.I	(-1.15-1.17)	(-0.29--0.03)	(-1.93--0.11)	(-0.8-0.54)	(0.25-2.35)	(0.34-1.5)
	P-Value	0.983	0.013	0.028	0.704	0.015	0.002

Age also shows significant effects, with a positive impact on 'Incubation and Acceleration' but a negative impact on 'Students' Personal Skills' and 'Management Skills'. The 'Place of residence' variable has a significant negative effect on 'Awareness and Outreach' and 'Alumni Network and Support'.

Furthermore, some variables show a statistically significant association with certain social entrepreneurship factors, the results should be contextualized, considering the practical significance and the uncertainty represented by the confidence intervals. Non-significant results do not necessarily indicate the absence of an effect, but rather that there is not enough evidence to confirm an effect based on the data.

5. Chapter Five: Conclusions and Recommendations

In this chapter, the key conclusions of the study are highlighted, and the main recommendations are provided.

5.1 Conclusions

The research findings provide valuable insights into the relationship between Al Quds University's role in fostering social entrepreneurship and the empowerment of social entrepreneurship among its students. The key findings are as follows:

- Respondents generally perceive a low level of encouragement for the application of social entrepreneurship in the university's curriculum and education. The mean scores for all items indicate a negative perception, suggesting a need for greater emphasis on empowering Social Entrepreneurship.
- The integration of social entrepreneurship in research and innovation activities at Al-Quds University is perceived to be low, as indicated by the average mean score for related paragraphs.
- The university has made efforts to integrate social entrepreneurship principles into various areas, including administrative operations, infrastructure, environmental projects, purchasing policy, and energy management. Support through mentorship and resources for social entrepreneurs is provided, and a strategic plan prioritizing social entrepreneurship is in place for the university's incubator.
- While the university demonstrates support for social entrepreneurship, there are areas that require improvement to further promote its development. Financial support is recognized as important, and investments in social entrepreneurship are being made.
- Overall, the ratings for activities related to social entrepreneurship are low, signaling the need for additional efforts to enhance students' knowledge and skills in this field.
- Students' personal skills related to social entrepreneurship exhibit limited variability, with participants generally agreeing on the relative importance of these skills.
- A greater awareness and emphasis on the development of a comprehensive skill set for social entrepreneurship is warranted.
- Management skills receive relatively low mean scores, indicating their perceived low importance in the context of social entrepreneurship.
- The research findings reveal a statistically significant relationship between Al Quds University's role in fostering social entrepreneurship and the empowerment of social entrepreneurship among its students. This underscores the effectiveness of the university's efforts across various independent variables.

- Specifically, curriculum and education, incubation and acceleration, research and innovation, partnerships and collaborations, awareness and outreach, and alumni network and support demonstrate statistically significant effects on empowering Social Entrepreneurship among students at Al Quds University.
- The findings suggest that age and gender may not be strong predictors of the level of empowerment of social entrepreneurship among students at Al Quds University, while college and academic levels may have some influence.

These findings contribute to a deeper understanding of the relationship between Al Quds University's role in fostering social entrepreneurship and its impact on empowering Social Entrepreneurship among students. They emphasize the importance of enhancing educational initiatives, integration with research and innovation, strategic support, and the development of a comprehensive skill set for social entrepreneurship to cultivate an entrepreneurial culture among students.

5.2 Recommendations

In the light of the study findings, the researcher suggests many recommendations. Overall, by implementing these recommendations, Al Quds University can play a vital role in empowering social entrepreneurship among its students and fostering a culture of innovation and social responsibility.

1. Offer relevant courses and programs: Al Quds University should develop and offer courses and programs that specifically focus on social entrepreneurship. These courses should teach students about the importance of social entrepreneurship, the skills required to start and run a social enterprise, and how to assess the social impact of their ventures.
2. Encourage collaboration and networking: Al Quds University should encourage collaboration and networking among its students, alumni, and local entrepreneurs. This can be achieved through hosting events, workshops, and mentorship programs that allow students to connect with successful social entrepreneurs and learn from their experiences.
3. Provide funding and resources: Al Quds University should provide funding and resources to help students launch their social enterprises. This can be in the form of seed funding, access to incubation centers, and mentorship programs. By providing these resources, Al Quds University can support students in transforming their innovative ideas into successful social ventures.
4. Foster a culture of innovation: Al Quds University should foster a culture of innovation by encouraging students to think creatively and outside the box. This can be achieved by hosting innovation challenges, hackathons, and other events that promote innovation and creativity.

5. Emphasize the importance of social impact: Al Quds University should emphasize the importance of social impact in its entrepreneurship courses and programs. By doing so, it can instill in its students a sense of social responsibility and encourage them to pursue ventures that have a positive impact on society.
6. Partner with local organizations: Al Quds University can partner with local organizations that support social entrepreneurship in the region. This can include non-profits, social impact investors, and other social enterprises. By working with these organizations, Al Quds University can provide students with access to valuable resources and opportunities that can help them launch and scale their social ventures.
7. Showcase successful alumni: Al Quds University can showcase successful alumni who have launched successful social enterprises. This can inspire current students to pursue social entrepreneurship and provide them with role models to look up to. Alumni can be invited to speak at events, participate in mentorship programs, and share their experiences with current students.
8. Provide legal and regulatory support: Al Quds University can provide legal and regulatory support to students who are launching social ventures. This can include information on the legal structure of social enterprises, tax implications, and other regulatory requirements. By providing this support, Al Quds University can help students navigate the legal and regulatory landscape and ensure that their ventures are set up for success.
9. Foster cross-disciplinary collaboration: Al Quds University can foster cross-disciplinary collaboration by bringing together students from different disciplines to work on social entrepreneurship projects. This can help students learn from each other and develop a more holistic understanding of social entrepreneurship.
10. Evaluate and measure impact: Al Quds University can evaluate and measure the impact of its social entrepreneurship programs to ensure that they are meeting their intended goals. This can include tracking the number of students who launch social enterprises, the amount of funding raised, and the social impact of these ventures. By measuring its impact, Al Quds University can continuously improve its programs and ensure that they are making a positive difference in the world.

Recommendations to universities:

1. These are just a few examples of the many areas of study that universities can consider offering to further promote social entrepreneurship among students. By offering courses and programs that address various social and environmental challenges, universities can equip students with the knowledge and skills needed to launch and grow social ventures.
2. Impact Investing: With the rise of impact investing, universities can offer courses and programs that focus on this field. These programs can cover topics such as social impact assessment, responsible investment, and measuring social and environmental outcomes.
3. Community Development: Universities can offer courses and programs that focus on community development. These programs can cover topics such as community

- organizing, social justice, community economic development, and the role of social entrepreneurship in community development.
4. **Social Innovation:** Universities can offer courses and programs that focus on social innovation. These programs can cover topics such as design thinking, human-centered design, and social innovation labs.
 5. **Corporate Social Responsibility:** Universities can offer courses and programs that focus on corporate social responsibility. These programs can cover topics such as sustainable business practices, stakeholder engagement, and the role of businesses in addressing social and environmental challenges.
 6. **Public Policy and Social Entrepreneurship:** Universities can offer courses and programs that focus on public policy and social entrepreneurship. These programs can cover topics such as social innovation policy, public-private partnerships, and the role of government in empowering social entrepreneurship.
 7. **Social Entrepreneurship and International Development:** Universities can offer courses and programs that focus on social entrepreneurship and international development. These programs can cover topics such as social entrepreneurship in developing countries, social impact investing in emerging markets, and social entrepreneurship in refugee and migrant communities.
 8. **Social Entrepreneurship and Education:** Universities can offer courses and programs that focus on social entrepreneurship and education. These programs can cover topics such as social entrepreneurship in education, education entrepreneurship, and education technology for social impact.
 9. **Social Entrepreneurship and Healthcare:** Universities can offer courses and programs that focus on social entrepreneurship and healthcare. These programs can cover topics such as healthcare entrepreneurship, healthcare innovation, and social impact in healthcare.
 10. **Social Entrepreneurship and the Environment:** Universities can offer courses and programs that focus on social entrepreneurship and the environment. These programs can cover topics such as sustainable agriculture, renewable energy, and waste reduction.
 11. **Social Entrepreneurship and Gender:** Universities can offer courses and programs that focus on social entrepreneurship and gender. These programs can cover topics such as women's entrepreneurship, gender-based violence, and gender equity in social entrepreneurship.

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Annex (1)

The questionnaire



Quds University
Deanship of Postgraduate Studies
master of Business Administration

Questionnaire titled:

Empowering Social Entrepreneurship through Education the Case of Al-Quds University

After Greetings,

"Empowering Social Entrepreneurship through Education the Case of Al-Quds University" is the title of the study the student is now working on, under Dr. Radwan Qasrawi's direction.

This is the step in the requirements for the Master of Business Administration program at Al-Quds University's Faculty of Graduate Studies. You are cordially asked to provide your answers to this questionnaire while keeping in mind that any information provided will be regarded and valued, kept with absolute confidentiality, and used only for scientific study. If you'd like, we can give you the study's findings.

We appreciate you taking the time to peruse and complete this survey and your interest in doing so. Your opinion matters to me in accessing the results of the study.

Thank you for being so cooperative

Note: In case of any inquiries, please do not hesitate to contact researcher Rasha Hanania at the following e-mail: rasha.hanania@students.alquds.edu

Section 2: The university's role in fostering Social Entrepreneurship

Social entrepreneurship: Making a positive impact on society by giving back. Social entrepreneurs create, put into action, and fund solutions to societal, cultural, and ecological problems. Community entrepreneurs either pursue non-profit objectives exclusively or combine them with "giving back to society" objectives. As a result, they employ several scales. Typically, community entrepreneurship aims to advance broader socioeconomic, cultural, and environmental (Ziyada, 2021).

Please check the box next to your response to each of the following questions:

1. Do you know of any initiatives the university incubator has taken to promote social entrepreneurship?

1. Yes () 2. No ()

Does the incubator help the social entrepreneur's position?

1. Yes () 2. No ()

Please check () the box next to each of the following statements to indicate your level of agreement or disagreement:

Theme one: Curriculum and Education

Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Academic programmes at the university are designed to encourage the application of social entrepreneurship.					
2 The university offers educational courses to promote the application of social entrepreneurship.					
3 Teaching methods and means at the university aim to encourage the application of social entrepreneurship.					
4 The university actively promotes the development of social entrepreneurship through academic activities.					
5 The university's mission explicitly includes its role in society.					
6 Experienced social entrepreneurs are attracted to work at the university.					
7 The university integrates social entrepreneurship into its faculty selection and appointment process.					
8 The university considers the application of social entrepreneurship when formulating its internal policies.					

Theme tow: Research and Innovation

Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The university's research, innovation strategy, and projects are integrated with the development of social entrepreneurship.					
The university offers knowledge, innovations, and solutions to support the implementation of social entrepreneurship.					

The university addresses the challenges of social entrepreneurship that require new knowledge and innovative business approaches.					
The university encourages interdisciplinary research projects to foster the development of social entrepreneurship.					
The university integrates the results of social entrepreneurship research and innovation projects into its undergraduate courses and services.					
The university publishes the results of research projects focused on social entrepreneurship at the local and international levels.					
The university promotes the integration of social entrepreneurship into research and innovation projects, guided by scientific research ethics.					
Al-Quds University fosters brainstorming and idea generation in the field of social entrepreneurship.					
Theme three: Incubation and Acceleration					
Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 The university has a specialized unit that applies social entrepreneurship principles and knowledge within its organizational structure.					
2 The university provides halls for social entrepreneurs to use.					
3 The university takes into account social entrepreneurship principles in various areas, including					
administrative operations					
infrastructure					
environmental projects					
purchasing policy					
energy management					
4 Al-Quds University offers training and mentoring for those interested in social entrepreneurship.					
5 The university's incubator has a strategic plan that prioritizes social entrepreneurship.					
6 The incubator conducts awareness activities for employees regarding the economic environment.					
7 The university provides infrastructure, resources, and other facilities for social entrepreneurs to use.					
8 The university has action plans that contribute to the implementation of social entrepreneurship.					
9 The university uses clear indicators and criteria to evaluate the effectiveness of social entrepreneurship across its programs.					
1 The university offers advice and guidance on social entrepreneurship.					
1 The university provides free training opportunities for social entrepreneurs.					
1 The university offers free counselling services to social entrepreneurs.					
1 The university assists social entrepreneurs in planning social projects.					

Theme four: Partnerships and Collaborations						
	Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The university collaborates with both public and private sectors, providing advice, feedback, and sharing experiences to support the implementation of social entrepreneurship.					
2.	The university encourages the development of social entrepreneurship through extracurricular student activities.					
3.	The university actively participates in national and international activities aimed at supporting social entrepreneurship.					
4.	The university is currently developing a comprehensive strategy to promote the application of social entrepreneurship at both local and international levels.					
5.	Contracts with significant environmental impact, such as construction activities, include indicators of social entrepreneurship.					
Theme five: Awareness and Outreach						
	Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Al-Quds University offers training and education in social entrepreneurship to the local community.					
2.	The university collaborates with the Student Union to implement activities that promote social entrepreneurship.					
3.	The university considers the application of social entrepreneurship in its external policies.					
4.	The university provides activities for its employees to learn about social entrepreneurship.					
5.	The university encourages its academic staff to participate in international conferences that advance social entrepreneurship.					
6.	The university facilitates connections between experienced social entrepreneurs and start-up entrepreneurs.					
7.	The university promotes social entrepreneurship projects through media coverage.					
Theme six: Alumni Network and Support						
1.	The university promotes the formation of social entrepreneurship clubs.					
2.	The university organizes competitions and events among students to foster a culture of social entrepreneurship.					
3.	The university provides incentives and rewards to employees who support social entrepreneurship activities.					
4.	The university has a sustainable financial strategy in place to support the development of social entrepreneurship and entrepreneurial projects.					
5.	The university collaborates closely with social entrepreneurs.					

6.	The university offers financial support to social entrepreneurs.					
7.	The university supports strategies addressing environmental challenges faced by social entrepreneurs.					
8.	The university regularly follows up with social entrepreneurs to identify and address any issues they encounter.					

Section Three: The third section of the questionnaire pertains to the skills and knowledge that students gain in the field of social entrepreneurship.

Please indicate your level of agreement or disagreement with the following statements by placing a checkmark (✓) in the space provided:

Theme one: Knowledge Dimension

	Phrase	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	There is a noticeable annual increase in the number of employees					
2.	There is a clear increase in the number of goods or services provided by the firm annually.					
3.	There is a continuous increase in market share.					
4.	The firm seeks to find innovative ways to help it grow.					
5.	The firm keeps pace with the development of its production to meet the changing needs of customers.					
6.	The demand for goods or services provided by the firm increases annually.					
7.	There is an increase in the assets of the firm from the moment of incorporation until today.					
8.	There is a continuous increase in the capital					
9.	The firm's profits are constantly increasing					

Theme tow: Students' Personal Skills

1.	Developing effective communication skills and the ability to build strong relationships.					
2.	Acquiring the ability to work collaboratively in a team.					
3.	Developing initiative and entrepreneurship skills.					
4.	Enhancing motivational skills for social entrepreneurs.					
5.	Fostering creative abilities to generate innovative solutions to social problems.					
6.	Improving time management skills and overcoming time-related challenges.					
7.	Developing the skill of identifying opportunities for social entrepreneurship.					
8.	Enhancing sourcing skills to obtain necessary resources for social entrepreneurship.					

9.	Strengthening coordination skills with social entrepreneurship institutions to benefit from their previous experiences.					
10.	Developing effective dialogue skills.					
11.	Increasing the sense of social responsibility and willingness to be accountable to the public for achieved results.					
12.	Nurturing moral traits and values that promote integrity and altruism, making them social role models.					
Theme three: Management Skills						
	Proficiency in planning and executing pilot projects effectively.					
2.	Accurately and realistically setting goals for social entrepreneurship projects.					
3.	Enhancing social entrepreneurs' skills in risk management and mitigation.					
4.	Proactive problem-solving skills and crisis management capabilities.					
5.	Effective presentation skills for empowering and presenting pilot projects.					
6.	Skills to inspire participation in social entrepreneurship projects and programs.					
7.	Developing the ability to ensure the success and sustainability of social entrepreneurship projects despite limited resources.					
8.	Leadership skills, including monitoring and evaluating social entrepreneurship projects and programs.					
9.	Ability to adapt entrepreneurial skills to keep up with technological advancements.					

Annex (2)

Arbitrators

1. Prof. Dr. Abbadi is a professor in plant nutrition The College of Science and Technology in Al-Quds University
2. Ms. Sahar Shehadeh: Senior Program Manager and Co-Founder of Al-Quds Business Center for Innovation, Technology, and Entrepreneurship
3. Dr. Ahmad Herzallah: Assistant Professor Director of the Institute for Sustainable Development at Al-Quds University
4. Dr. Thamin Hijawi: Assistant Professor, Economic and agricultural consultant at Al-Quds University

Annex (3)

Questionnaire in Arabic



جامعة القدس

عمادة الدراسات العليا

ماجستير إدارة الأعمال

استبانة بعنوان:

"تعزيز ريادة الأعمال المجتمعية حالة جامعة القدس"

تحية طيبة وبعد،

تقوم الطالبة بإعداد دراسة بعنوان: "تعزيز ريادة الأعمال المجتمعية حالة جامعة القدس". بإشراف د. رضوان قسراوي.

وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في تخصص إدارة الأعمال من كلية الدراسات العليا في جامعة القدس. لذا يرجى من حضرتكم التكرم بقراءة هذه الاستبانة والإجابة عليها، علماً بأن كل ما يرد في إجابتكم سيكون موضع احترام وتقدير، وسوف يعامل بسرية تامة ولن يستخدم إلا لأغراض البحث العلمي. وسوف نرودكم بالنتائج التي تتوصل إليها هذه الدراسة إن رغبتم بذلك. نشكركم على اهتمامكم ومساعدتكم في إتاحة الوقت للاطلاع على هذا الاستبيان والإجابة عليه. رأيكم يهمني في الوصول إلى نتائج الدراسة.

شاكرين لكم حسن تعاونكم

ملاحظة: في حال وجود أي استفسار يرجى عدم التردد بالتواصل مع الباحثة رشا حنانيا على الإيميل الآتي: rasha.hanania@students.alquds.edu.

بالمبحوثين (طلاب جامعة القدس) القسم الأول: البيانات المتعلقة

ملاحظة: يرجى إجابة الأسئلة أدناه بوضع إشارة (✓) في المكان المخصص الذي ينطبق على حالتك:

1. الجنس:

3. ذكر () 4. أنثى ()

4. العمر:

5. مكان الإقامة:

1. مدينة () 2. قرية () 3. مخيم ()

6. الكلية التي تدرس فيها:

1. العلوم الإنسانية () 2. العلوم والتكنولوجيا () 3. المهن الطبية والصحية ()

7. الدورات التدريبية في مجال ريادة الأعمال الاجتماعية:

1. لم أتلق أي دورة () 2. من 1 إلى 3 دورات ()
3. من 4 إلى 6 دورات () 4. 7 دورات فأكثر ()

8. المستوى الدراسي:

5. سنة أولى () 6. سنة ثانية ()
7. سنة ثالثة () 8. سنة رابعة فأكثر ()

القسم الثاني: دور الجامعة في تعزيز ريادة الأعمال الاجتماعية

ريادة الأعمال الاجتماعية: هي العطاء للمجتمع والمساهمة في تحسينه إذ يقوم رواد الأعمال الاجتماعية بتطوير وتنفيذ وتمويل حلولاً للقضايا الاجتماعية والثقافية والبيئية. فرواد الأعمال المجتمعيون إما غير هادفين للربح، أو يمزجون بين أهداف الربح وتحقيق «رد جميل للمجتمع». لذلك، يستخدمون مقاييس مختلفة. تحاول ريادة الأعمال المجتمعية عادةً تعزيز الأهداف المجتمعية والثقافية والبيئية الواسعة التي غالبًا ما ترتبط بالقطاع التطوعي في مجالات مثل التخفيف من حدة الفقر والرعاية الصحية وتنمية المجتمع (زيادة، 2021).

يرجى إجابة الأسئلة التالية بوضع إشارة (✓) في المكان المخصص:

1. هل أنت على علم بأي إجراءات اتخذتها حاضنة الجامعة فيما يتعلق بريادة الأعمال الاجتماعية؟

1. نعم () 2. لا ()

2. إذا كانت الإجابة نعم، فما هي الإجراءات المتخذة فيما يتعلق بريادة الأعمال الاجتماعية؟

3. هل تعزز الحاضنة مكانة الريادي الاجتماعي؟

1. نعم () 2. لا ()

يرجى تحديد درجة موافقتكم أو عدم موافقتكم على كل عبارة من العبارات الآتية بوضع إشارة (✓) في المكان المخصص:

التعليم والمناهج

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	العبارة
					1. تشجع الجامعة تطبيق ريادة الأعمال الاجتماعية من خلال البرامج الأكاديمية.
					2. تشجع الجامعة تطبيق ريادة الأعمال الاجتماعية من خلال المساقات التعليمية.
					3. تشجع الجامعة تطبيق ريادة الأعمال الاجتماعية من خلال طرق ووسائل التدريس.
					4. تعزز الجامعة تكامل تطوير ريادة الأعمال الاجتماعية من خلال الأنشطة الأكاديمية.

					5. تتضمن رسالة الجامعة نص واضح حول دورها في المجتمع.
					6. تستقطب الجامعة عاملين في الجامعات لديهم خبرة في قيادة الأعمال الاجتماعية.
					7. دمج قيادة الأعمال الاجتماعية في عملية اختيار وتعيين أعضاء هيئة التدريس.
					8. تراعي الجامعة تطبيق قيادة الأعمال الاجتماعية في صياغة سياسات الجامعة الداخلية.

البحث والابتكار

					1. تتمتع الجامعة بتطوير قيادة الأعمال الاجتماعية في الأبحاث واستراتيجية ومشاريع الابتكار.
					2. توفر الجامعة المعرفة والابتكارات والحلول لدعم تنفيذ قيادة الأعمال الاجتماعية.
					3. تتصدى الجامعة لتحديات قيادة الأعمال الاجتماعية التي تتطلب معرفة جديدة وطرقًا جديدة لإنجاز الأعمال.
					4. تشجع الجامعة المشاريع البحثية متعددة التخصصات التي تعزز تنمية قيادة الأعمال الاجتماعية.
					5. تتمتع الجامعة بنتائج مشاريع البحث والابتكار الخاصة بقيادة الأعمال الاجتماعية في المسابقات الجامعية والخدمات التي تقدمها.
					6. تنشر الجامعة نتائج المشاريع البحثية القائمة على قيادة الأعمال الاجتماعية على المستوى المحلي والدولي.
					7. تعزز الجامعة دمج قيادة الأعمال الاجتماعية في مشاريع البحث والابتكار من خلال أخلاقيات البحث العلمي.
					8. تشجع جامعة القدس العصف الذهني في مجال قيادة الأعمال الاجتماعية.

حاضانات قيادة الأعمال الاجتماعية

					1. يوجد لدى الجامعة وحدة متخصصة بتطبيق قيادة الأعمال الاجتماعية والمعرفة في الهيكل التنظيمي للجامعة.
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					2. توفر الجامعة القاعات اللازمة لرواد الأعمال الاجتماعيين.
					3. تراعى الجامعة ريادة الأعمال الاجتماعية في المجالات التالية: العمليات الإدارية البنية التحتية المشاريع البيئية سياسة الشراء إدارة الطاقة
					4. توفر جامعة القدس تدريب وتوجيه في ريادة الأعمال الاجتماعية.
					5. الحاضنة لديها خطة استراتيجية تركز على ريادة الأعمال الاجتماعية.
					6. تنفذ الحاضنة أنشطة توعية للموظفين بالبيئة الاقتصادية.
					7. تقدم الجامعة تسهيلات لرواد الأعمال الاجتماعية ضمن بنيتها التحتية/ توفير الموارد/ وغيرها.
					8. لدى الجامعة خطط عمل واضحة تساهم في تنفيذ ريادة الأعمال الاجتماعية.
					9. لدى الجامعة مؤشرات ومعايير واضحة لتقييم مستوى تنفيذ ريادة الأعمال الاجتماعية من خلال برامجها المختلفة.
					10. تُقدم الجامعة نصائح ريادة الأعمال الاجتماعية.
					11. تُنفذ الجامعة تدريب مجاني لرواد الأعمال الاجتماعية.
					12. تُقدم الجامعة استشارة مجانية لرواد الأعمال الاجتماعية.
					13. تساعد الجامعة رواد الأعمال الاجتماعيين على التخطيط للمشاريع الاجتماعية.
الشراكات والتعاون					
					1. تتعاون الجامعة مع القطاع العام والقطاع الخاص في تنفيذ ريادة الأعمال الاجتماعية (المشورة، والخبرة، والتغذية الراجعة حول التوقعات الاجتماعية).

					2. تعزز الجامعة تكامل تطوير ريادة الأعمال الاجتماعية من خلال الأنشطة الطلابية اللامنهجية.
					3. تشارك الجامعة في فعاليات دعم ريادة الأعمال الاجتماعية على المستويين الوطني والدولي.
					4. تعمل الجامعة على تطوير إستراتيجية واضحة تشجع على تطبيق ريادة الأعمال الاجتماعية على المستوي المحلي والدولي.
					5. مؤشرات ريادة الأعمال الاجتماعية مذكورة في العقود ذات الأثر البيئي الكبير (أنشطة البناء على سبيل المثال).

التوعية والتواصل

					1. تُقدم جامعة القدس التدريب والتعليم في ريادة الأعمال الاجتماعية للمجتمع المحلي.
					2. تشارك الجامعة اتحاد الطلبة في تنفيذ الأنشطة التي تشجع على ريادة الأعمال الاجتماعية.
					3. تراعي الجامعة تطبيق ريادة الأعمال الاجتماعية في صياغة سياسات الجامعة الخارجية.
					4. تنفذ الجامعة أنشطة للعاملين فيها لتوعيتهم بريادة الأعمال الاجتماعية.
					5. تشجع الجامعة طاقمها الأكاديمي للمشاركة بمؤتمرات عالمية تساهم في تحقيق ريادة الأعمال الاجتماعية.
					6. تعمل الجامعة على تشبيك رواد الأعمال الاجتماعيين ذوي الخبرة مع رواد الأعمال المبتدئين.
					7. تعمل الجامعة على التعريف بمشاريع ريادة الأعمال الاجتماعية في وسائل الإعلام.

شبكة الخريجين والدعم

					1. تشجع الجامعة تأسيس نوادي رواد الأعمال الاجتماعيين.
					2. توفر الجامعة المسابقات والمنافسات بين الطلاب لاكتساب ثقافة ريادة الأعمال الاجتماعية.
					3. تُقدم الجامعة حوافز ومكافآت للعاملين الذين يدعمون أنشطة ريادة الأعمال الاجتماعية.

					4. لدى الجامعة استراتيجية مالية مستدامة لدعم تنمية ريادة الأعمال الاجتماعية والمشاريع الريادية.
					5. تعمل الجامعة بشكل وثيق مع رواد الأعمال الاجتماعية.
					6. تُقدم الجامعة الدعم المالي لرواد الأعمال الاجتماعية.
					7. تدعم الجامعة استراتيجيات بشأن التحديات البيئية التي تواجه رواد الأعمال الاجتماعيين.
					8. تتابع الجامعة مع رواد الأعمال الاجتماعيين لمعرفة مشاكلهم والمساعدة في حلها.

القسم الثالث: المهارات والمعرفة التي يكتسبها الطلاب في مجال ريادة الأعمال الاجتماعية

يتضمن هذا الجزء من الاستبانة مدى اكتساب الطلاب للمعرفة والمهارات في مجال ريادة الأعمال الاجتماعية.

يرجى تحديد درجة موافقتكم أو عدم موافقتكم على كل عبارة من العبارات الآتية بوضع إشارة (✓) في المكان المخصص:

بُعد المعرفة

					1. بناء قاعدة معرفية حول أهم مؤسسات ريادة الأعمال الاجتماعية.
					2. تطوير معرفة الطلاب بأساليب نشر ثقافة ريادة الأعمال الاجتماعية.
					3. تطوير قدرة الطلاب على تحديد المستحقين لجهود ريادة الأعمال الاجتماعية.
					4. تطوير قدرات الطلاب في مجال الإقناع للمبادرين الاجتماعيين والشركاء.
					5. المعرفة بألية صنع واتخاذ القرار لدى طلاب الجامعة.
					6. إعداد الجدوى لمشروعات الريادة الاجتماعية.
					7. تحديد وتقييم المشكلات التي تعاني منها الفئات المستهدفة.

					8. التحليل الاقتصادي والاجتماعي ودرجة تأثير وتأثر كل منهما بالآخر.
					9. تطوير قدرات الطلاب على تطبيق تجارب وأساليب جديدة في العمل الريادي الاجتماعي.
المهارات الشخصية لدى الطلاب					
					مهارات التواصل وبناء علاقات ناجحة.
					2. مهارات القدرة على العمل ضمن فريق.
					3. مهارات المبادرة والإقدام.
					4. تطوير مهارات التحفيز للمبادرين الاجتماعيين
					5. قدرات إبداعية خلاقة في تقديم حلول جديدة للمشكلات الاجتماعية.
					6. مهارات إدارة الوقت والتغلب على الأمور التي تسبب ضياع الوقت.
					7. مهارة اكتشاف الفرص.
					8. مهارة تحديد المصادر.
					9. مهارات التنسيق مع مؤسسات ريادة الأعمال الاجتماعية للاستفادة من التجارب السابقة.
					10. تنمية مهارات الحوار.
					11. زيادة الإحساس بالمسؤولية الاجتماعية، والاستعداد لمساءلة تجاه الجمهور والنتائج المتحققة.
					12. يملكون سمات وقيم أخلاقية تجعلهم نماذج اجتماعية في النزاهة والإيثار.
المهارات الإدارية					
					مهارة التخطيط الجيد للمشروع الريادي.
					2. مهارة القدرة على تحديد الأهداف بدقة وواقعية.
					3. تطوير مهارات المبادرين الاجتماعيين في إدارة المخاطر.
					4. المهارات الاستباقية وإدارة الأزمات.
					5. مهارات العرض الفعال للمشروع الريادي.

					6. مهارات تشجيع المشاركة في مشروعات وبرامج ريادة الأعمال الاجتماعية.
					7. تنمية القدرة على نجاح واستمرارية المشروع الريادي الاجتماعي رغم قلة الموارد.
					8. مهارات القيادة والمتابعة والتقييم لبرامج مشروعات ريادة الأعمال الاجتماعية.
					9. مهارات القدرة على تنمية المهارات الريادية بما يتناسب مع التطور التكنولوجي.

ملخص

بحثت هذه الدراسة في الدور الذي تلعبه الجامعات في فلسطين في تشجيع ريادة الأعمال الاجتماعية. هدفت هذه الدراسة إلى التحقيق في تأثير دور جامعة القدس كدراسة حالة في تعزيز ريادة الأعمال الاجتماعية وتعزيز ريادة الأعمال الاجتماعية بين طلابها. استخدمت الدراسة المنهج الوصفي التحليلي لأنها الأنسب لموضوع البحث هذا. تركز هذه الطريقة على وصف وتحليل ومقارنة وتقييم الأفكار العامة التي تعزز المعرفة والعلوم. جاءت البيانات والمعلومات اللازمة للدراسة من مصدرين: الأول هو استبيان مخصص يساعد في فحص معايير البحث، والثاني هو مراجعة الدراسات السابقة حول الموضوع لتشكيل الإطار النظري. واستخدمت الباحثة استبانة لجمع البيانات الأولية من عينة مكونة من 585 طالباً وطالبة، تم استرجاع 95% من الاستبانات.

حددت الدراسة ست متغيرات مستقلة بناءً على الأبحاث السابقة والإطار النظري، وهي: المناهج والتعليم، والحضانة والتسريع، والبحث والابتكار، والشراكات والتعاون، والتوعية والتواصل، وشبكة الخريجين ودعمهم.

أشارت النتائج إلى وجود أثر ذي دلالة إحصائية بين المتغيرات المستقلة والمتغير التابع (تعزيز ريادة الأعمال الاجتماعية). توجد فروق ذات دلالة إحصائية في مستوى تعزيز ريادة الأعمال الاجتماعية لدى طلاب جامعة القدس تعزى لبعض خصائص هؤلاء الطلاب، وتحديدًا أعمارهم، والكلية التي يدرسون فيها، والمستوى الأكاديمي، ولكن ليس جنسهم. على وجه التحديد، فإن العمر، والكلية التي يدرسون فيها، والمستوى الأكاديمي لها تأثيرات ذات دلالة إحصائية. في هذه الحالة، يتبين أن العمر، والكلية التي يدرس فيها الطلاب، والمستوى الأكاديمي لها تأثير ذو دلالة إحصائية على هذه المتغيرات على مستوى تعزيز ريادة الأعمال الاجتماعية بين طلاب جامعة القدس. من ناحية أخرى، ليس للجنس تأثير ذو دلالة إحصائية.

توصي الدراسة بأن تقوم جامعة القدس والجامعات الأخرى في فلسطين بتطوير دورات وبرامج تركز على قيادة الأعمال الاجتماعية، وتشجع التعاون والتواصل، وتوفر الموارد والتمويل، وتعزز ثقافة الابتكار، وتشارك المنظمات المحلية. بالإضافة إلى ذلك، توصي الدراسة بأن تنتظر الجامعات في دمج مواضيع قيادة الأعمال الاجتماعية في مناهجها الدراسية، مثل الاستثمار المؤثر، وتنمية المجتمع، والابتكار الاجتماعي، والمسؤولية الاجتماعية للشركات، والسياسة العامة وقيادة الأعمال الاجتماعية، وقيادة الأعمال الاجتماعية والتنمية الدولية، وقيادة الأعمال الاجتماعية والتعليم، والمجتمع، والرعاية الصحية لقيادة الأعمال.

الكلمات المفتاحية: جامعة القدس، المشاريع الاجتماعية، قيادة الأعمال الاجتماعية في فلسطين.