

**MAKING SOCIAL ENTREPRENEURSHIP PART OF
STRATEGIC MANAGEMENT: PERSPECTIVE OF
ABU DHABI GOVERNMENT**

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Abstract

This study presents the results both from primary and secondary data sources utilized by the researcher to complete this study on social entrepreneurship as part of strategic management in Abu Dhabi. The focus of this research is on social entrepreneurship initiatives undertaken by organizations working in Abu Dhabi. The study adopted a qualitative research approach along with the research methods known as semi-structured interviews and in-depth interviews. The researcher consulted secondary data based on the published material available on the topic as well as using primary data collected and analyzed by the researcher. The researcher conducted 269 semi-structured interviews with people working in different organizations and linked with social entrepreneurship initiatives in various ways. Along with these semi-structured interviews, the researcher conducted 15 in-depth interviews using open-ended questions in which probing questions were added by the researcher during the interviews. Moreover, three case studies were compiled by the researcher for this research. The findings show that social entrepreneurship projects are part of the Abu Dhabi government's strategic management. The government is increasingly mobilizing resources to enable organizations to undertake more social entrepreneurship initiatives in the country. The participants confirmed that the various communities are supportive of, and taking part in, social entrepreneurship projects. These communities are gaining benefits from such projects in the form of solving their problems and learning skills related to doing business. The findings show that social entrepreneurship is gaining popularity among people because of its deep roots in the culture. The findings also show the impact of social entrepreneurship projects, although this impact is hard to discern due to public perceptions that social work and social entrepreneurship are part of their obligations rather than entrepreneurial ventures.

Keywords: social entrepreneurship, strategic management, Abu Dhabi government, United Arab Emirates (UAE)

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Chapter 1. Introduction and Background

1.1 Introduction

This chapter presents the introduction and background to the study. The chapter includes the contextual information describing the linkages between the study and the context. The aims and objectives are described in this chapter, providing information related to the overall aim of this study and the research objectives, specifically highlighting the areas of focus for this study.

1.2 Social Entrepreneurship

The concept of social entrepreneurship is associated with economic structures, institutions, organizations, relations, social structures, and economic activities that lead to sustainable social benefits (Martin and Osberg, 2007). More broadly, social entrepreneurship supports innovative ideas for economic activities or businesses, enabling the creation of value for society by solving social problems. Social entrepreneurship represents a collective social benefit based on profitable business ideas that are in turn based on a unique solution for a specific social problem (Martin and Osberg, 2007). Social entrepreneurship can be related to livelihood, environmental protection, psychological wellbeing, economic development, or any other aspect that helps people solve their problems (Zahra et al., 2009). Social entrepreneurship is a problem-solving helping hand that emanates from a business idea for a profitable enterprise (Santos, 2009). The activities of social entrepreneurship are associated with the idea of a business solving social problems. In other words, the purpose of social entrepreneurship is addressing social problems or meeting social needs through a business idea (Billis, 2010).

It is important to understand that social entrepreneurship is different from the notion of social enterprise or enterprise. Social entrepreneurship's focus is on creating social value by offering a game-changing product or idea. Solving problems within, or being faced by, a society is a core value of any social entrepreneurship venture (El-Ebrashi, 2013). Social entrepreneurship can also be defined as offering solutions to social problems or providing products or services to reduce the stress of people facing such problems (Yunus et al., 2010). The entrepreneurial approaches of social entrepreneurship enable idea developers, management, and entrepreneurs to generate profits from such ideas. Thus, social entrepreneurship ventures differ from those of not-for-profit organizations as they do generate profits. Further, other components should also be considered, i.e. innovation and value creation (Zhang and Swanson, 2014).

It is noteworthy that the terminology used in social entrepreneurship seems new, although the concept of social entrepreneurship itself is not new. Social entrepreneurship and social entrepreneurs have long been part of human societies; social entrepreneurship is an important part of human society. Problem solving through innovative ideas has a long history in human life (Martin and Osberg, 2007). Finding solutions for people's problems is a part of systematic research and analysis. People want to have their problems solved, but of course they have limited resources and, in some cases, limited knowledge that deters them from social entrepreneurship. One potential social entrepreneurship venture is a community development bank, i.e. an organization offering low-cost housing to homeless people, financial funding for people to start a business, or training programs to help people increase their future earnings (Martin and Osberg, 2007). Thus, social entrepreneurship can be a mixture of non-profit and for-profit business ventures or an association between for-profit and non-profit businesses (Yunus et al., 2010).

The main goal of social entrepreneurs is to serve their societies or share value within the society, enabling people to obtain benefits from social entrepreneurship ventures; social entrepreneurs also come up with unique and innovative ideas for starting new social entrepreneurship ventures that entail wider benefits of their communities (Billis, 2010). The types of social problems addressed by social entrepreneurship are likely to be different from those faced by the social entrepreneurship initiative itself because the nature of the problems, social demands, social preferences, and solution-seeking behavior play a key role. Although social entrepreneurs have a long history in human society, they have been referred to using other names (Martin and Osberg, 2007). The existence of social entrepreneurs has helped human society to formulate concrete solutions for its problems. Fears related to the continued existence of the human population have led to the continued (and growing) existence of social entrepreneurs (Zahra et al., 2009).

Social entrepreneurship has created social value for the human population even when people were not aware of the term “social entrepreneurship” (Santos, 2009). One reason for this is people’s lack of awareness of those actions now known as social entrepreneurship (Yunus et al., 2010). Further, such actions were previously known by other names, although their functions were the same (El-Ebrashi, 2013). Currently, people understand social entrepreneurship as one of the most effective methods for serving their social missions. The scope of social entrepreneurship has increased gradually, starting from social normative patterns of helping others and progressing to profitable businesses able to solve people’s problems by offering innovative goods or services while generating profits from social entrepreneurship ventures (Bacq and Janssen, 2011).

The popularity of social entrepreneurship is linked to the socially constructed concepts of the terminology. People are sometimes confused as to whether an enterprise is social entrepreneurship or a for-profit business (Martin and Osberg, 2007). Non-governmental and

non-profit organizations are also working to address, and often solving, social issues. These charity-related organizations are working for people's welfare (Zhang and Swanson, 2014). Notably, social entrepreneurship is integrated with social responsibility in some societies. Thus, it is important to understand what social entrepreneurship actually means and how it works for members of society (Santos, 2009).

Social entrepreneurship is a comparatively new concept in terms of social segments being portrayed as inviting innovative business ventures as solutions to their problems (Yunus et al., 2010). However, the concept of social entrepreneurship is not new. Social problem solving has a history starting from the barter system of trading to enable communities to obtain the required tools and equipment in exchange for food (or whatever that particular society produces or needs) (Billis, 2010). However, it is important to understand that research on social entrepreneurship is extremely limited; more evidence through research could reveal the actual benefits of social entrepreneurship. Increased research work on social entrepreneurship has highlighted many new aspects (Bacq and Janssen, 2011). For instance, the challenges to social entrepreneurship are now commonly discussed by researchers (Albert et al., 2016). However, the actual benefits or tradeoffs also need to be further highlighted and critically discussed in research to improve both understanding and policy making.

Social behavior towards social entrepreneurship is increasingly supportive as communities obtain solutions to their problems and social entrepreneurship creates social value. However, social entrepreneurs face many challenges in initiating social entrepreneurship ventures (Yunus et al., 2010). A major reason for this is that innovative approaches require a lot of research on the concepts under discussion, as well as testing them practically, before turning them into an actual enterprise (Martin and Osberg, 2007). Further, the resources required sometimes do not offer revenues for long period of time. This creates challenges for entrepreneurs in planning and investing in social entrepreneurship ventures. On the other

hand, innovative ideas are not possible if working with ordinary employees whose focus is on nine-to-five regular jobs with periodic promotions and seasonal bonuses. Specialized people can bring specialized and customized ideas and have the potential to become part of a social entrepreneurship venture. Such people have high levels of determination and commitment to their work (Bacq and Janssen, 2011). Accordingly, their expectations in terms of salary remain high. It is therefore challenging for social entrepreneurs to work with high-salaried specialized people in the context of social benefits for society in relation to the prices of the products or services offered (Zhang and Swanson, 2014). Social entrepreneurs face all these challenges that decrease investment in social entrepreneurship; investors show more interest in investing in the branding of customized solutions to social problems (Santos, 2009). Such brands therefore become more attractive for specialized people who have the knowledge and potential to introduce innovative ideas for social entrepreneurship (Billis, 2010).

The concept of social entrepreneurship is gaining popularity due to its three unique features or functions: innovative business ideas; problem-solving businesses that are also for-profit; and businesses with the potential to create value for society (Martin and Osberg, 2007).

Starting from the term entrepreneur, the concept has evolved over time in the context of offering solutions for social problems in different societies. Social value creation has become increasingly important compared to innovative approaches because most people focus on the concept's ultimate outcomes (Albert et al., 2016). Taking the entrepreneur as the source of investment, innovation depends on the potential to identify social issues or problems and then formulate a solution for them (Zahra et al., 2009). The solution could be related to the provision of services or goods. However, the ultimate objective is to overcome people's social problems and help them obtain social value. Thus, entrepreneurs are a source of value creation if they invest in social entrepreneurship that solves a society's social problems.

Social entrepreneurship refers to a process that is supportive of continuous innovation and has a culture of adaptation and learning new skills to generate more innovative products and ideas (Yunus et al., 2010). Innovation and learning are two major contributors to social entrepreneurship. The diffusion of innovation and adaptation are ways through which knowledge related to any innovation moves from one society to another (Bacq and Janssen, 2011). The conceptual linkages of social entrepreneurs are with society and social structure, which are part of a culture. Thus, cultural practices and norms affect the acceptance of social entrepreneurship or resistance to innovative knowledge and products in the context of any social entrepreneurship venture (Billis, 2010). The role of culture is central in social entrepreneurship; therefore, in some societies, there remain problems that could be solved with the help of technology, but social and cultural resistance is a barrier to solving those problems (Nicolas et al., 2018). Other than cultural and social barriers, social entrepreneurship also faces challenges in the form of financial barriers (Zahra et al., 2009). These financial barriers can be reduced by social entrepreneurs by reducing the price of the products or services. In contrast, social enterprises offer solutions for problems, but these may not necessarily be social problems (Martin and Osberg, 2007); they may be individual or communal. In terms of social entrepreneurship, social and cultural resistance create challenges for entrepreneurs (Martin and Osberg, 2007). Thus, social entrepreneurship requires social and cultural harmony for social problems to be addressed in order to create social value (Albert et al., 2016).

1.3 Defining Social Entrepreneurship

Defining the term “social entrepreneurship” must begin with “entrepreneurship.” Simply put, the term “social” adds to the already existing definition of entrepreneurship (Rascao, 2020); if entrepreneurship does not have a clear definition, adding social to it will not be of help. The

term “entrepreneurship,” however, has varied connotations. For example, it can denote a distinctive, instinctive ability to recognize and act on opportunities, incorporating unconventional thought processes with a singular brand of perseverance to generate new ideas (Martin and Osberg, 2007). Over recent decades, a substantial body of literature has accumulated on the subject of social entrepreneurship (Chell, 2007; Chell et al., 2010; Nicholls, 2010; Shaw and de Bruin, 2013), representing a significant departure from traditional entrepreneurship as well as common non-profit and for-profit organizations. To a large extent, the initial literature development obstructed the establishment of a sound empirical and methodological foundation, ultimately inhibiting field maturity (Defourny and Nyssens, 2010).

Light (2008) asserted that an individual’s decision to start a new organization is associated with her/his perceptions of his/her skills. Individuals who perceive that they can carry out social activities successfully are more likely to decide to start a new social organization, while individuals who perceive that they do not have sufficient skills are less likely to do so. Entrepreneurial skills are a form of informal institution that plays an important role in individuals’ decision making regarding social entrepreneurship. People’s behavior is usually based on, and guided by, the skills and knowledge they possess (Kirby and Ibrahim, 2011). Skills include the practices of community management and previous experience of similar activities.

Smith and Stevens (2010) highlighted the importance of geographical location in social entrepreneurship. These authors argued that differences in the geography have an influence on the type of social networking through which social entrepreneurship is linked with its activities and values. They stated that, along with the other contextual influences, social entrepreneurship is likely to be affected by the geographical location. Thus, the role of geography is extremely important for strategy development in order to establish and promote

social entrepreneurship. These authors also stated that different types of social entrepreneurial activities develop in different geographical regions. However, the diffusion of social innovation can play a role in reducing the effect of location on social entrepreneurial activities.

Hoogendoorn et al. (2011) highlighted the influence of informal institutions on social entrepreneurship. These authors identified fear of failure as one such informal institution. They argued that fear of failure affects social entrepreneurial activities. An individual's decision to initiate social entrepreneurship is influenced by her/his perceptions regarding the possibility of failure. An individual with a high degree of risk aversion is less likely to become an entrepreneur. Cultural factors can, however, also play a positive role in molding perceptions and individuals' attitudes towards risk.

There are differences between social entrepreneurial activities and commercial enterprise activities. There is a need to explore this area to understand better the differences between the social entrepreneurship and commercial enterprises. The basic difference is related to the goals of entrepreneurial initiatives, i.e. the primary focus of activities designed and implemented by entrepreneurs (either individuals or institutions). There are many obstacles to understanding the social and institutional response to social entrepreneurship due to the limited literature produced so far and the small number of success stories shared related to social entrepreneurship projects. Organizations and institutions working on social entrepreneurship try to publish their experiences in the form of reports, evaluations and assessments, lessons learned, or monitoring reports, but individual social entrepreneurship initiatives are less likely to be published and shared with other people. This can be traced back to the oral tradition of many of the communities served, which limits such stories being shared; ideally, these stories need to be presented through scientific paradigms rather than in

the form of stories. Recent research trends in the field are, however, adding more clarity regarding the key concepts of the field.

1.4 Differences between Business and Social Entrepreneurs

The ideas of seminal authors such as, for example, Schumpeter, Drucker, and Stevenson, are attractive because they can be as easily applied in the social sector and the business sector. They describe a mindset and a kind of behavior that can be manifested anywhere. In a world in which sector boundaries are blurring, this is an advantage. We should build our understanding of social entrepreneurship on this strong tradition of entrepreneurship theory and research. Social entrepreneurs are one species of the genus entrepreneur. They are entrepreneurs with a social mission. However, because of this mission, they face distinctive challenges and any definition ought to reflect this.

For social entrepreneurs, the social mission is explicit and central. This obviously affects how social entrepreneurs perceive and assess opportunities. Mission-related impact becomes the central criterion rather than wealth creation. Wealth is only a means to an end for social entrepreneurs. With business entrepreneurs, wealth creation is a way of measuring value creation. This is because business entrepreneurs are subject to market discipline, which determines in large part whether they are creating value. If they do not shift resources to more economically productive uses, they tend to be driven out of business (Nicolas et al., 2018).

Markets are not perfect, but over the long term, they work reasonably well as a test of private value creation, specifically the creation of value for customers who are willing and able to pay. An entrepreneur's ability to attract resources (capital, labor, equipment, etc.) in a competitive marketplace is a reasonably good indication that the venture represents a more productive use of these resources than the alternatives it is competing against. The logic is simple. Entrepreneurs who can pay the most for resources are typically the ones who can put

the resources to higher valued uses, as determined by the marketplace. Value is created in business when customers are willing to pay more than it costs to produce the good or service being sold. The profit (revenue minus costs) that a venture generates is a reasonably good indicator of the value it has created. If an entrepreneur cannot convince a sufficient number of customers to pay an adequate price to generate a profit, this is a strong indication that insufficient value is being created to justify this use of resources. A re-deployment of the resources happens naturally because firms that fail to create value cannot purchase sufficient resources or raise capital and they go out of business. Firms that create the most economic value have the cash to attract the resources needed to grow.

Markets do not work as well, however, for social entrepreneurs. In particular, markets do not do a good job of valuing social improvements, public goods and harms, and benefits for people who cannot afford to pay. These elements are often essential to social entrepreneurship, with the emphasis here clearly on social. As a result, it is much harder to determine whether a social entrepreneur is creating sufficient social value to justify the resources used in creating that value. The survival or growth of a social enterprise is not proof of its efficiency or effectiveness in improving social conditions. It is only a weak indicator, at best.

Social entrepreneurs operate in markets, but these markets often do not provide the right metrics for measuring social entrepreneurship success. Many social-purpose organizations charge fees for some of their services. They also compete for donations, volunteers, and other kinds of support. However, these “markets” are frequently not closely aligned with the social entrepreneur’s mission. It depends on who is paying the fees or providing the resources, what their motivations are, and how well they can assess the social value created by the venture. It is inherently difficult to measure social value creation. For example, how much social value is created by reducing pollution in a particular stream, by saving the spotted owl, or by

providing companionship to the elderly? The calculations are not only difficult but also contentious. Even when improvements can be measured, it is often difficult to attribute them to a specific intervention. For example, are the lower crime rates in an area due to the Block Watch, new policing techniques, or just a better economy? Even when improvements can be measured and attributed to a given intervention, social entrepreneurs often cannot capture the value they have created in an economic form to pay for the resources they use. Whom do they charge for cleaning the stream or running the Block Watch? How do they get everyone who benefits to pay? To offset this value-capture problem, social entrepreneurs rely on subsidies, donations, and volunteers, but this further muddies the waters of market discipline. The ability to attract these philanthropic resources may provide some indication of value creation in the eyes of the resource providers, but it is not a very reliable indicator. The psychological income people get from giving or volunteering is likely to be only loosely connected with actual social impact, if it is connected at all.

Luke and Chu (2013) explained the difference between the concepts of social enterprise and social entrepreneurship by using interpretive approach. These authors concluded that social enterprise focuses on a social business purpose, while the focus of social entrepreneurship is on the innovative and entrepreneurial process and activity for a social purpose. They argued that there has been a significant increase in research interest regarding social enterprise and social entrepreneurship. There remains, however, a need to understand and take action for social change that includes the acceptance of risk and being prepared for the potential failure of actions taken to achieve the intended outcomes. They stated that social enterprise is a pathway that leads to social change and that social entrepreneurship is a set of actions taken to measure to what extent social needs are being addressed.

Lumpkin et al. (2013) declared that innovativeness is an extremely important dimension in studying social entrepreneurship behavior. These authors explained that there are different

factors that promote and encourage social innovation in the process of social entrepreneurship. The main factors they mentioned include scarce resources, which forces social entrepreneurs to think innovatively to solve problems by utilizing the available resources. Another factor is the nature of the social problems. These authors argued that social problems are multidimensional in origin, so solving them is not easy; innovative approaches are required to solve social problems. Social entrepreneurs are flexible and adaptable in the context of problem solving (Kirby and Ibrahim, 2011). An innovative approach helps them to think creatively in tackling social problems.

Gras and Mendoza-Abarca (2014) concluded that social entrepreneurship has the potential to address unsatisfied social needs that have not been addressed by the public or private sector. Social entrepreneurship also creates new social opportunities. These social opportunities are linked with institutional factors, so it is not easy to see them independently. These linkages can be used for positive causes, empowering communities with self-sustained problem-solving mechanisms that will be supportive of social innovation and will create social value for the stakeholders.

Smith and Stevens (2010) highlighted the importance of geographical location in the context of social entrepreneurship. These authors argued that location strongly influences the type of social networking through which social entrepreneurship is linked with its activities and values. They asserted that, alongside other contextual influences, social entrepreneurship is likely to be affected by the geographical location. Location is therefore extremely important for strategy development in relation to establishing and promoting social entrepreneurship. They further stated that different types of social entrepreneurial activities develop in different geographical regions. However, social innovation's diffusion can help reduce the effect of location on social entrepreneurial activities.

Neck et al. (2009) asserted that social entrepreneurship may face a complex and unpredictable shifting in the environment in the context of achieving social and economic goals simultaneously. The market conditions and the economic activities are dependent on the social and physical environment. This dependency can affect the level of success in achieving social entrepreneurship goals and meeting the social and economic needs of the people. Cultural and environmental factors are also interlinked. For the emergence and implementation of social entrepreneurship, environmental factors are therefore extremely important.

Hoogendoorn et al. (2011) highlighted the influence of informal institutions on social entrepreneurship. These authors identified fear of failure as a type of informal institution, arguing that fear of failure affects social entrepreneurial activities. Individuals' decisions regarding setting up a social organization are affected by their perceptions regarding the possibility of failure. Individuals with a high degree risk aversion have a low likelihood of becoming an entrepreneur. This risk aversion cannot be changed through exogenous interventions such as government programs, but can be possibly be modified by cultural factors. These cultural factors can play a positive role in changing perceptions and people's attitude towards risk.

Bruton et al. (2010) presented a cross-cultural perspective of social entrepreneurship. These authors concluded that cultural values influence decisions regarding entrepreneurial activities, encompassing both social entrepreneurship and commercial entrepreneurship. However, the strength of social values' influence differs from one society to another. This difference is based on the belief system. The set of beliefs regarding the desirability and feasibility of starting economic activities plays a key role in influencing entrepreneurial activities, both social and commercial.

Goldsmith (2010) asserted that it is not necessarily the case that any good idea or organization/ business will automatically grow and be successful. There are many other factors that need to be considered, especially when talking about social entrepreneurship. Commercial innovations are one of these factors. Social innovation has its limitations, especially financial limitations. Those individuals who are supposed to be served through social entrepreneurship ideas tend not to have the money to buy the required services. We need to think beyond the required capital to enable transformative change. The success of social innovation enabling sustainable ideas to grow depends on governments and the network of funding organization, communities, and politicians.

Urbano et al. (2010) argued that the role of institutions in social entrepreneurial activities is vital. Institutional involvement in social entrepreneurial activities can make them successful by shaping them according to the cultural context of the area. These authors stated that the social and cultural context influences the decisions of social entrepreneurs significantly. Similarly, social institutions can help social entrepreneurs in the process of social entrepreneurial activities and problem solving. Social problems need the involvement of social and legal institutions if they are to be solved.

Light (2008) asserted that individuals' decisions regarding starting new organizations are associated with their perceptions concerning their skills. Individuals who they perceive that they can carry out social activities successfully are more likely to start a new social organization, while individuals who perceive that they do not have sufficient skills are less likely to do so. Entrepreneurial skills are a form of informal institution that plays an important role in the decision making of individuals regarding social entrepreneurship. People's behavior is usually based on, and guided by, the skills and knowledge they have (Kirby and Ibrahim, 2011). These skills include the practices of community management and previous experience of similar activities.

Maclean et al. (2013) highlighted that the media can play a significant role in the success of social entrepreneurship. These authors stated that media can affect entrepreneurial activities through effective reporting. The success stories of social entrepreneurship initiatives highlighted by the media can encourage more people to get involved. Similarly, media stories can help potential entrepreneurs and institutional actors such as foundations, organizations, and financial institutions, including banks. The media can help entrepreneurs through valuable knowledge sharing and can play the role of a social catalyst. Similarly, the media could be a good medium for the diffusion of innovation through sharing success stories for problem solving through innovative approaches. The media can be helpful for those who are interested in starting social entrepreneurial activities but who fear failure.

1.5 Aims and Objectives

This research aims to explore the measures taken to encourage social entrepreneurship in Abu Dhabi by establishing a socio-economic culture favorable for entrepreneurial activities. The specific aim is to conduct an analysis of the strategic management steps taken by the Abu Dhabi government to support the establishment and development of social entrepreneurship. This study will also highlight the effectiveness of strategic management measures towards social entrepreneurship and how these steps: (i) support innovative ideas; (ii) are helpful in solving social problems; and (iii) what the goals are for the sustainability of these initiatives. Therefore, the objectives of this research are:

1. To establish how the Abu Dhabi government encourages social innovation among low-income social groups.
2. To explore the integration of social entrepreneurship policies in the Abu Dhabi government's practices.
3. To determine the cost-effectiveness of social entrepreneurship in solving social problems.

4. To make recommendations for planning and implementing measures to be undertaken by the Abu Dhabi government in relation to developing and implementing sustainable social entrepreneurship programs.

The research questions for this study are:

1. How is the Abu Dhabi government encouraging social entrepreneurship by making it a part of its strategy?
2. What is the role of social entrepreneurship in promoting social innovation and problem solving in Abu Dhabi?
3. How is the Abu Dhabi government integrating social entrepreneurship in its community development plans?
4. What new planning and implementation measures would help the Abu Dhabi government enhance the scope of social entrepreneurship?

1.6 Context of the Study

Social entrepreneurship is a relatively a new concept compared to the concepts of social enterprise and non-profit organizations. However, the concept of social entrepreneurship is gaining recognition both among academics and practitioners. According to Monge (2018), however, social entrepreneurship is perceived differently in different countries.

Social entrepreneurship refers to entrepreneurial initiatives that introduce innovative approaches to solving social problems and creating social value (Albert et al., 2016). Social change is one of the intended goals of social entrepreneurship as social entrepreneurship projects are initiated to introduce innovative economic activities to solve problems and create value by changing the social and economic conditions of the people. Social entrepreneurship has the potential to move towards sustainable social regimes in which people can promote innovative entrepreneurial activities to solve their problems and create social value to strengthen their dignity (Zhang and Swanson, 2014). Introducing social entrepreneurship can

reduce community-level social problems related to health, education, hygiene, cleanliness, drinking water, threats of epidemic, etc.

Social entrepreneurship encourages activities to introduce innovative business ideas and economic activities that can help to increase communities' earnings and improve health, psychological wellbeing, livelihoods, and environmental protection, as well as providing other forms of social and economic support (Bacq and Janssen, 2011). This indicates that public and private initiatives increasingly recognize social entrepreneurship as a means of addressing a wide range of social needs mainly focusing on solving problems of the societies by applying innovative ideas and creating social values. Sud et al. (2009) emphasized the role of institutions in the establishment and sustainability of social entrepreneurship. These authors argued that institutional involvement has increased knowledge of the concept of social entrepreneurship among communities and thus enabled the use social entrepreneurship ideas to solve social problems. However, a major limitation of social entrepreneurship is that it is useful only for small-scale communities, unlike what government institutions can achieve. Social entrepreneurship, however, has the potential to strengthen government institutions (Friedman and Desivilya, 2010) by helping these institutions to solve communities' problems using their own financial, human, and technological resources. Desa (2012) pointed out that social entrepreneurship is concerned with finding solutions for social problems through innovative ideas for business and economic activities. The economic activities of social entrepreneurship are designed to solve social problems and create social value for community members. However, there are many limitations in the context of social entrepreneurship initiatives, including legislation, funding, required skills, and the availability of the materials required. These limitations can potentially influence the time needed to solve social problems or make social entrepreneurship projects sustainable (El-Ebrashi, 2013). As highlighted by Nicolas et al. (2018), social entrepreneurship offers innovative ways to reduce

or solve social problems. Government-supported social entrepreneurship projects are likely to be sustainable and provide better results compared to individual social entrepreneurship initiatives. Bansal et al. (2019) argued that social entrepreneurship is a path for social change. They further elaborated that social entrepreneurship is a driver of sustainable development. Thus, governments' planning for social and economic development needs to concentrate on social entrepreneurship in the country.

The Abu Dhabi government has been undertaking several initiatives related to developments that ultimately aim to create social value. The present research provides significant insights on social entrepreneurship from the perspective of the Abu Dhabi government's strategic planning and implementation. Further, the integration of social entrepreneurship with strategic management provides novel contributions to the existing literature. This study particularly emphasizes the linkages between social entrepreneurship and strategic management in the United Arab Emirates (UAE). This study will document the strategic measures taken by the Abu Dhabi government to encourage stakeholders to promote social entrepreneurship in the country. This study will thus help future researchers to explore this area further.

1.7 Importance of the Study

There are two main reasons behind the selection of this topic:

1. There are several studies on social entrepreneurship that detail the basics of the concepts involved, but no such study has been conducted in the UAE. In the available research on the topic (conducted in other countries), most researchers have applied quantitative research methods to study social entrepreneurship. Quantitative studies provide statistical information about the concept but do not provide an in-depth understanding of social entrepreneurship due to the limitations of quantitative

research methods. Furthermore, the available knowledge mainly focuses on social entrepreneurship itself rather than its facilitating factors.

2. There is limited literature regarding understanding the role of strategic management in the establishment and development of social entrepreneurship. Only very few studies are related to understanding the public's perspective regarding social entrepreneurship.

The study has been conducted using qualitative research approaches to obtain insights regarding the topic and meet the objectives of the study. Quantitative approaches were used for a comparative analysis. The use of qualitative research enabled the researcher to explore the topic beyond the statistics and numbers and obtain the maximum amount of detailed information given the available resources and time. This study has the potential to serve as a guide and can help future researchers to further explore social entrepreneurship and the role of government departments in establishing social entrepreneurship.

1.8 Conclusion

Social entrepreneurship broadly supports innovative ideas related to economic activities or businesses having the potential to create value for society by solving social problems. Social entrepreneurship represents a problem-solving helping hand that emanates from a business idea for a profitable enterprise. Social entrepreneurship aims to create social value by providing game-changing products or ideas. Solving problems within, or being faced by, a society is the core value of a social entrepreneurship venture. The main goal of social entrepreneurs is to serve their society or share value within in that society, enabling people to obtain benefits from social entrepreneurship ventures. They also come up with unique and innovative ideas to start new social entrepreneurship ventures that incorporate wider benefits for their community. The present research aims to explore the measures taken to encourage

social entrepreneurship in Abu Dhabi and establish a socio-economic culture favorable for entrepreneurial activities. This paper conducts an analysis of the strategic management steps taken by the Abu Dhabi government to support the establishment and development of social entrepreneurship. This chapter is followed by a literature review that represents the findings from secondary data.

Chapter 2. Literature Review

2.1 Introduction

This chapter presents the findings from secondary data consulted by the researcher for this study. The majority of findings are from research articles published in various research journals, while some are from books and book chapters published in different countries by different authors. The researcher tried to include articles published during the past 10 years; however, the findings from the secondary data also include a historical perspective that includes research articles published during the past two decades. This chapter has sub-sections that will help the reader to obtain insights regarding the relevance of the topic and the concepts discussed in each sub-section.

2.2 The Concept of Social Entrepreneurship

The term entrepreneurship comes from the French word “entreprendre,” which means to seek opportunities, to undertake, and to fulfill needs and expectations through innovation (Dogan, 2015). An entrepreneur is defined as a specific person who performs new and unique tasks to generate personal wealth or add value to society. Entrepreneurs in today’s society must be self-aware in order to develop a region or nation economically and socially. Increasing entrepreneurship means increasing competition, innovation, employment, efficiency, and quality, and as well as accelerating economic growth (Dogan, 2015).

The concepts of social entrepreneurship are very broad, but the main focus is on two key areas: the overarching social mission; and creativity related to the entrepreneurial aspects of economic activities (Nicholls, 2006). Social entrepreneurship has many definitions (Tepthong, 2014). It can be explained as the need of entrepreneurs to obtain justice in society and to ensure a decent quality of life for every person. Social entrepreneurship can be

characterized as an intermediary in creating common value between entrepreneurs, societies, and the environment. Social entrepreneurship, however, is a sub-field within business that remains a composite occurrence that is not well understood (Dembek et al., 2016).

The idea of social entrepreneurship has gained traction in the business world. The features of companies considered to be participating in new entrepreneurship have been the subject of contemporary theoretical research papers (Letaifa, 2015). It is taught in many top business schools' curricula, and it is the subject of numerous conferences. There are organizations dedicated to finding and developing entrepreneurial activity, as well as a plethora of websites where one can learn more about the concept and obtain information and/or recommendations on how to put it into practice. New social organizations or non-profit organizations are formed as a result of social entrepreneurship, while social entrepreneurship also helps existing organizations to continue to innovate. The term "not-for-profit" or "non-profit" encompasses a wide range of financial, informational, research, social assistance, cultural, and spiritual activities that different groups engage in.

The field of social entrepreneurship is still developing; its analysis is disjointed and inconsistent. Early studies focused on "social entrepreneurs and the characteristics, abilities, ideals, and visions of individual change" (Bornstein, 2004; cited in Pless, 2012, p. 317).

Another group of studies focused on the process, i.e. "a process that involves the creative use and combination of technologies to explore possibilities to accelerate the cultural transformation and to meet social needs" (Mair and Marti, 2006). Short et al. (2009) stated that social entrepreneurship should concentrate on strategic challenges, based on contingency theory, discovery theory, and resource-based theory, further stating that a successful social entrepreneurship venture would have a positive effect on the economy.

Several research fields are concerned with the enlargement of communal entrepreneurship.

The majority of early studies centered on "social entrepreneurs and the characteristics,

abilities, beliefs, and ambitions of particular role models” (Pless, 2012). Another area of study has been the mechanism underpinning the procedures or processes: “A system entails the innovative use and equitable sharing of benefits arising to explore chances to accelerate progressive reform or meet social needs” (Mair and Marti, 2006). Sullivan et al. (2003) defined social entrepreneurship as a multi-dimensional concept with the following elements: innovative people; conscientiousness; a social mission; tolerance for risk, a proactive personality; inventiveness; and a capability for judgment. Light (2006), meanwhile, suggested that “entrepreneurship should recognize thousands of other individuals, communities, and organizations that are trying to craft alternatives to problems in the world,” rather than focusing solely on the perception and interaction of individual entrepreneurs (such as founding a new organization to effect intense revolutionary progress).

Corner and Ho (2010) argued that social entrepreneurship is relatively new field that has attracted research attention. It involves social trends, individual initiatives, as well as organizational structures that have the aim of promoting innovative ideas for social value creation and problem solving (Roper and Cheney, 2005).

A social entrepreneur, according to Light (2006), is “an individual, group, set-up, association, or alliance of organizations that seeks a long-term, radical shift in what or how governments and companies do to address serious social problems using sequence innovations.” The importance of social processes in the development of social entrepreneurship has recently been highlighted by Dacin et al. (2011). These authors also suggested that the social entrepreneurship concept should be built on the foundations of systems and cultural organizations, connections, culture, identification, and visual perception. An effective social entrepreneur would thus make a valuable contribution to society. Valuable social entrepreneurship can bring positive ideas and motivations that can help society get back on the right path. Social entrepreneurship should aim for a wide range of social, economic, and

environmental objectives, as well as a high level of social support and positive innovation (Chou, 2018).

Other suggestions have been made regarding what social entrepreneurship entails. First, when compared to traditional forms of entrepreneurship, social entrepreneurship may necessitate very different assessment methods. Second, if there is reason to assume that social entrepreneurship is a successful strategy for solving social needs, financial assistance, new types of regulation, and other forms of social government policies may be required. Third, the combination of management skills critical for effective social entrepreneurship may deviate from the skills required for entrepreneurship without such a social element (Peredo and McLean, 2006).

2.3 Social Entrepreneurship and Innovation

Organizational leaders need to comprehend how to effectively incorporate social innovations into their corporate social responsibility (CSR) agendas if they want to get more value from CSR. They could learn from research on social entrepreneurs who try to balance the duality of using a business method to achieve a social goal. What becomes clear is the enormous untapped potential of social innovation for businesses (Denyer and Neely, 2004). Over the last few years, there has been a surge in interest in social entrepreneurship and social innovation (Nicholls, 2006; Phillips et al., 2015; Shaw and Carter, 2007). Prolonged recession and resistance to the benefits system have led to a decrease in the size of the public sector and the need for several activities previously funded by the government to be undertaken via social entrepreneurship and social innovation (Phillips et al., 2015).

There is a dearth of an investigations regarding the framework of cultural innovation; a recent literature review noted the small number of research papers, widely accepted notions, comprehensive backgrounds, qualitative analyses, and statistical analyses (Murray et al.,

2009). Although business innovation, particularly technological innovation, has received much attention, the same cannot be said for social innovation. Mulgan et al. (2007) argued that, while studies of industry and economic innovation can reveal insights, they do not directly explain the social field, arguing that insufficient knowledge is preventing those who want to promote public innovation from doing so. Awareness needs to be increased of social entrepreneurship's effect on a country's social, financial, societal, and environmental economic power (Fayolle and Matlay, 2010). The area's scientific research is disorganized and lacks consensus, resulting in a variety of definitions and perceptions (Zahra et al., 2009). Because research into social entrepreneurship and social innovation is still in its infancy, it is critical to establish mutual understanding not only of the term "social innovation," but also its connections to social entrepreneurship. While there are many debates concerning the interconnection between social innovation and social entrepreneurship, only a small number of interconnections have been established (Defourny and Nyssens, 2010).

Entrepreneurship and innovation are key competitive benefits in today's global world, especially in emerging countries. Entrepreneurship and innovation have been found to be complementary, as overall successful organizational implementation in today's fast-changing environment is dependent on their combination (Zhao, 2005). As previously stated, social innovation and social entrepreneurship studies are still at a nascent stage (Dacin et al., 2011). Furthermore, there is no consensus among scholars regarding what each implies. There is, conversely, acknowledgment of the field's significance, especially in terms of its ability to resolve intractable social problems. Social enterprises look for management services to address societal issues, and fostering innovation is essential for social enterprises. Social entrepreneurship has been defined by Nicholls (2006) as an "advanced and efficient activity that focuses on managing various inefficiencies and creating opportunities to generate social

value systematically through the use of a variety of organizational formats to maximize cultural effects and make a difference.”

The need to gather different perspectives on social innovation and social entrepreneurship across a theoretical mixture of the field of social entrepreneurship and its associated sub-fields underpins the need for a thorough review of the literature. The objective of such a review is to analyze the research into social innovation and social entrepreneurship in a comprehensive way, taking into account the overall scientific basis (Phillips et al., 2015).

Entrepreneurship and innovation managers have become critical for organizations’ long-term progress and expansion across industry sectors and political borders.

Entrepreneurship is important in the twenty-first century as it can boost nations’ economic growth (Valliere and Peterson, 2009). Thornton et al. (2011) argued that entrepreneurship must be both a social as well as a financial phenomenon globally. Dacin et al. (2011) found that, while innovation is the most essential element in framing social entrepreneurship, further development in the field is needed both to infer findings using empirical findings and to establish a conceptual foundation. The literature on social entrepreneurship and innovation does not agree on what distinguishes each, but it does agree on the relevance of this subject in addressing social challenges. This field has been widely accepted in recent years as a means of comprehending the notion and influence of social challenges in the social-economic world (Mair and Marti, 2006).

Social entrepreneurship has been recognized as a creative way of tackling unfulfilled cultural and social necessities. As Shaw and Carter (2007) put it, using “innovative ideas” (Steyaert and Katz, 2004) is needed to provide creative methods for resolving problems and to contribute to the organization (see also Calas et al., 2009). The concept of social value is fundamental both to social innovation and social entrepreneurship (Marshall, 2011). Instead

of financial gain, the main objective of social enterprises should be to have a “mission-related influence” (Dees, 2010).

For emerging countries to survive and flourish, a great deal of entrepreneurship and innovation is required. However, there is a shortage of literature on innovation and entrepreneurship from advanced economies that may be used by employees and followers in small and medium-sized entrepreneurial enterprises in emerging economies such as the UAE. The literature on entrepreneurship and innovation is relatively new and hugely skewed towards Europe and North America (Cetindamar et al., 2012), with very little research based on the Middle East (Chamlou et al., 2008) and other developing economies around the world. According to Zhao (2005), the importance of entrepreneurship and innovation for emerging economies in a globalized economy cannot be overstated because innovation contributes to improving productivity; the immense potential of advanced equipment and techniques provides a huge potential for growth.

2.4 Social Entrepreneurship and Problem Solving

Within the economic system, social entrepreneurs promote strategic goals that are related to dealing with problems (Dees, 2010). Despite having many of the same characteristics as traditional entrepreneurs, social entrepreneurs are more concerned with generating social rather than financial advantages (Roberts and Woods, 2005). However, just like traditional entrepreneurs, social entrepreneurs should be creative, productive, and driven to succeed in their endeavors. According to Spais and Beheshti (2016), not only do the characteristics of various types of entrepreneurs differ, there are also differences in terms of specific reasons and inspirations for entering into entrepreneurship. While traditional entrepreneurs are focused on creating money and expanding their company, social entrepreneurs are focused on meeting a socio-economic need and trying to make society a better place than it was before

(Welsh, 2014). Successful social entrepreneurship should provide positive concepts and motivations that help society get back on track and achieve a condition of harmony. It is therefore important to look for a way to achieve effective social entrepreneurship.

Social entrepreneurs, like those who form non-profit and charitable organizations, want to remedy a social issue or need. The primary distinction between traditional businesses and social entrepreneurship is the motivation to address social issues and needs (Chou, 2018). From social entrepreneurs' perspective, there is much more to life than making money through business. People need to be cared for and given opportunities for a society to advance in a positive direction. However, most of the same obstacles that traditional entrepreneurs face also apply to social entrepreneurs (Carragher et al., 2016). They must develop an idea and successfully implement it, and they must also obtain the necessary funds to launch their business (Welsh and Pendleton, 2006). People and groups with the perception, drive, and persistence to respond to social issues and needs, whether related to information, social assistance, the environment, or wellbeing, are extremely important for the establishment and creation of any social entrepreneurship venture (Sharir and Lerner, 2006).

Although the term "social entrepreneur" is becoming more widely used, the area of social entrepreneurship is still in its development phase when contrasted to the larger entrepreneurship field. Individuals' key characteristics are being utilized to underpin the area of social entrepreneurship by highlighting individuals who have solved complicated societal challenges (Abu-Saifan, 2012). For instance, Stanford University's Design for Extreme Affordability program, which encourages the implementation of entrepreneurship concepts to resolve social and environmental problems, created Social E Lab in 2004. DripTech, Operation Health Children, and Embrace are just a few of the key projects that came out of the program. Ashoka, OneWorld Health, The Skoll Foundation, and the Schwab Foundation for Social Entrepreneurship are some more well-known organizations that are regularly

mentioned in the literature on social entrepreneurship. However, the area is undoubtedly phenomenon-driven (Mair and Marti, 2006). In comparison to more developed research areas, social entrepreneurship research falls short. For example, researchers have yet to connect social entrepreneurs to entrepreneurship and cognitive theory (Abu-Saifan, 2012).

Researchers should devote a significant amount of time and effort to establishing public ventures' perspectives, purposes, and techniques (Memili and Welsh, 2012). They should also specify socio-economic ventures' specific goals. To provide a solution to different societal needs and concerns, social entrepreneurs should undertake appropriate strategies.

They must also formulate a strategy that is comprehensive (Welsh and Pendleton, 2006).

Furthermore, they must amass sufficient funds to launch and manage the entrepreneurial project. Society must also be able to understand their products to reap the positive effects.

After the social enterprise has considered all of these issues, the next vital component should be to enter the market. The initial startup period is critical to meeting these expectations and objectives (Peng et al., 2015).

Five major abilities are addressed in the context of problem-solving skills in relation to social entrepreneurial intention: current status; future prediction; six sensory perceptions for

potential success; integration with others; and creating a completely new entity. These are all interconnected and help to make the world a better place, as well as providing a clear

research path (Nielsen and Stovang, 2015). According to Huq and Gilbert (2017),

participatory design training provides a friendly environment in which learners can enhance their capabilities, become skilled, improve their demeanor through practice, and thus achieve the greatest possible outcomes in their lives. Social entrepreneurs must know and understand for whom they are operating.

To find a solution and provide services to customers, social entrepreneurs should assemble a team of specialists who need to cooperate in order to find the best solution to challenges. For

example, the Naandi Water Treatment Center runs a project that provides clean water. This project, however, could have been more successful if customers had been asked for feedback; it was, however, largely unsuccessful because inhabitants' cultural and social needs were not fully considered (Brown and Wyatt, 2010). A more successful example is the Kingwood Trust, a charity based in the UK that uses design thinking to improve people's living standards. The Trust modified design thinking and used visual cards in which daily events and activities were listed alongside a suitable picture; they thus received good feedback from the customers and were able to provide better solutions (Liedtka et al., 2018).

2.5 Social Entrepreneurship and Value Creation

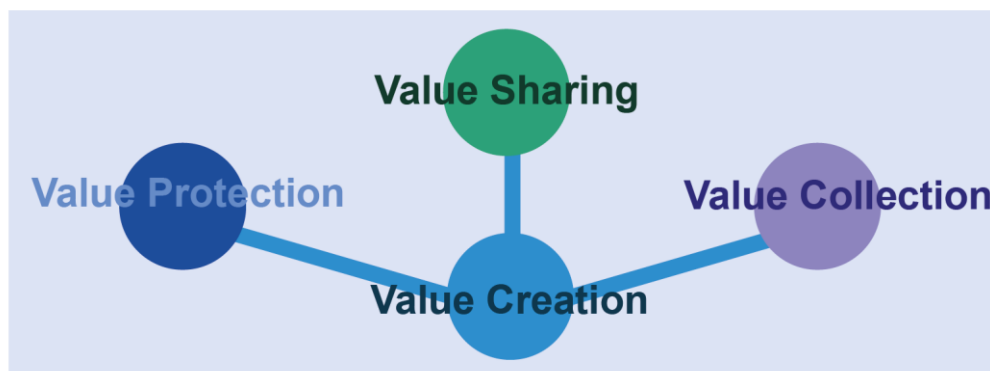
Social entrepreneurship can be described as “a procedure of creating social worth in which assets are shared in innovative behavior to respond to community requirements, encourage social change or establish innovative enterprises” (Lumpkin et al., 2013). The main distinction between social entrepreneurship and commercial entrepreneurship lies in how social entrepreneurs try to add social utility and contribute to society (Alvord et al., 2004). This means that the emphasis is on contribution to the community instead of focusing on stakeholder value. This emphasizes how social value is necessary if societal issues are to be mitigated (Dacin et al., 2011).

The creation of value is a key characteristic of social entrepreneurship, and it also plays a special economic role and is a valuable element in economic development. Social entrepreneurship has a strong effect on value creation (Korsgaard and Anderson, 2011). Social entrepreneurship should be the main point of focus when jointly considering increasing interest, wealth, and social value. The main phases of the creation of a social enterprise are identifying the opportunity, expressing an idea, owning the idea, mobilizing stakeholders, and gathering stakeholders' reflections (Haugh, 2007).

Each of these stages will vary if the additional aspect of cultural activities or lifestyles is considered in the context of social entrepreneurship. Social entrepreneurs need to mobilize various types of resources required for their business proposition (Nicholls, 2006). These entrepreneurs can tackle certain economic areas underestimated by society by solving social issues (Santos, 2012). Harrison and Wicks (2013) defined value as anything valuable to stakeholders. This definition covers other dimensions of value beyond economic value, such as creation of the capacity to develop and live a good or happy life.

The relationship between social value creation and social entrepreneurship can be found in management research, which explores the basic understanding and key elements of creating value and expresses the procedure for generating social value in highly dissimilar contexts (Schmidt and Keil, 2013). Guidelines exist for social entrepreneurship concerning value creation, transaction flows, an appropriate systemic channel for the interconnectivity of different types of activities, and the entire value-creating process, as well as other dimensions that help to understand the process (Casadesus-Masanell and Ricart, 2010). Three key aspects of value creation in the context of social entrepreneurship have been explained by Verstraete and Jouison-Laffitte (2011) (see Figure 2.1).

Figure 2.1: Value creation aspects.



Source: Verstraete and Jouison-Laffitte (2011).

2.5.1 Value Creation

The creation of value and the value proposition is one aspect of social entrepreneurship; value creation gives an individual a chance to create the best use of the capital needed to generate value. The importance and skills of social entrepreneurs lies in creating high value; the process of dealing with social entrepreneurship and social entrepreneurs' very existence also help to create value (Bowman and Ambrosini, 2010). Similarly, the value pre-emption linked to value generation makes it possible for a social entrepreneur to target a specific market through the company. The company needs an analysis report that lists the value of the usage, reliability, and assurance of its clients' values. It also needs to show its stakeholders the resources of skilled individuals who can develop a competitive edge to produce fruitful results (Covin et al., 2015). The generation of value depends on the increase in the value proposition, timely benefits, and a large increase in value production. The method also provides for the best use of resources, the timely flow of key information, the best management of goods, and the legal structure of the relevant organization (Zott et al., 2011).

2.5.2 Value Collection

Value collection is the second aspect of value creation within the social entrepreneurial context (Lepak et al., 2007). In the context of social entrepreneurship ventures, value collection has also been referred to as value appropriation or the retention of value (Santos, 2012). When the value creation is collected on the account, such as capital and resource costs, it enables the stream of revenue generated by products or services or through the sharing of information. The literature also mentions the different economic models needed for almost every company (in relation to generating profits) and the management capabilities required to maintain the cost structure (Morris et al., 2013). Value collection defines the company's financial and non-financial performance deriving from the company's economic model, as

well as highlighting the value capture path for social business entrepreneurship, which supports the company in identifying the firm's specific challenges, best resources and revenue sources, and its present performance (Verstraete and Jouison-Laffitte, 2011).

2.5.3 Value Sharing

From the perspective of social entrepreneurship, the third and final aspect of value creation is value sharing, which is related to the flows of values within social firms' ecosystems.

Because a social organization has an extensive ecosystem, value sharing means that the value of a firm is transferred into its huge ecosystem, which contains all other interests and large-scale societies (Hlady-Rispal and Servantie, 2016). The conception of shared value proposes that better business and society relations lead to the better use of resources to generate value in society and the environment, while at the same time improving the competitive advantage of an enterprise (Sinthupundaja et al., 2020). These values can be divided into two principal components: financial components (the price paid against the use of products and services); and social components (implying stakeholders' reputational value earned through their investment) (Bowman and Ambrosini, 2010).

The focus on social value creation is one of the fundamental characteristics of the field of social entrepreneurship (Smith and Stevens, 2010). If a social entrepreneur can identify, and develop a solution for, a social difficulty, scale-up and social-value-measurement questions often follow. The scale-up and measurement of social value are issues critical to promoting social entrepreneurship. There are various contexts, places, and organizational forms of the innovative pursuit of social value. For example, a continuum of non-profit organizations' social value creation can occur anywhere (Brooks, 2008). Social enterprises can be created both by small local firms and multinationals and social innovations can be confined to a small, restricted community or spread across the globe. In short, social enterprise can take

many forms, depending on the intent of the founders, the extent of the difficulty, and the capital necessary or available to resolve the problem. In this context, Zahra et al.'s (2009) typology of social enterprise acknowledges an assortment of approaches to social entrepreneurship and embedding.

Social entrepreneurship entails the process of classifying the chances of creating social value by profit-oriented, non-profit, public, and private sector enterprises. The involvement of social entrepreneurship in hybrid innovative companies is essential because they participate both in social and financial missions. Hlady-Rispal and Servantie (2018) stated that the following three areas are key in relation to social entrepreneurship: the capacities of social entrepreneurs and organizational resources to make value (value generation); the overall benefits of the enterprise (value collection); and value flows in an ecosystem during exchanges with stakeholders who profit from social enterprise through a value network and society are highlighted to varying degrees (value sharing). The creation of social value helps us to develop our understanding and challenges the view that economic growth is the only important result of business (Korsgaard and Anderson, 2011). The social sector plays an important role, although not well understood, in entrepreneurship. It has been argued that entrepreneurs' social conditions and their social nature influence entrepreneurship; therefore, the concept of business as socially situated is useful (Korsgaard and Anderson, 2011).

However, the perception of social enterprise is not clear, and neither is the idea of value, in the context of social enterprises' conventional values (focused on financial worth) and social entrepreneurs' values (focused on social values) (Singh, 2016). According to Lepak et al. (2007), there are three main reasons why the notion of value creation remains unclear:

1. The multidisciplinary environment of the field in which the notion of value creation is used leads to important differences in the purposes for creating value and in the possible sources or value creators.

2. The creation of value refers both to the content and the value creation process.
3. The value creation process is frequently confused with the value capture or preservation process.

Lepak et al. (2007) also argued that value generation and value capture should be seen as separate processes because it may or may not be possible to capture or preserve long-term value in a source (individuals, organizations, or society) that leads to an increase in value. Social values are the socially communal beliefs and systems that function as the guiding principle in life (Tsirogianni and Gaskell, 2011). Social values mean that social groups naturally define the acceptable and not acceptable social order.

2.6 Linking Social Entrepreneurship to Strategic Management

The notion of social entrepreneurship must start with the term entrepreneurship. Accordingly, if entrepreneurship has no obvious meaning, then using social to modify it will not help (Martin and Osberg, 2007). Researchers, governments, and non-governmental institutional are all considering the important issues related to social entrepreneurship that the world is confronting today (Christie and Honig, 2006). Research interest in social entrepreneurship has similarly developed and has become a significant research topic within the discipline of entrepreneurship. The origin of social entrepreneurship can be found in the non-profit sector. Social entrepreneurship is considered a type of non-profit organization primarily focused on creating social value (Stevens et al., 2015).

According to Lasprogata and Cotten (2003), social entrepreneurship is defined as a non-profit organization that has social functions and values. Certo and Miller (2008) characterized social entrepreneurship as individuals and social enterprises engaged in entrepreneurial activities to accomplish social goals. Further, Gawell et al. (2009) described social entrepreneurship as a strategy focusing on improving issues related to the non-functioning of

society, in which entrepreneurial logic is used to sustain the public, both economically and ecologically. Social entrepreneurship is considered a different concept from traditional entrepreneurship. Social entrepreneurship focuses on creating societal changes and social values, while traditional entrepreneurship focuses on creating profitable gains or economic value (Gupta et al., 2020).

Social entrepreneurship has become a highly significant research area for scholars and firms (Peredo and McLean, 2006). Social issues such as human welfare and poverty motivate many firms to embed social goals within their business (Huda et al., 2019). The main driving force of social entrepreneurship is the social problem to be solved, and the particular form of organization adopted by social entrepreneurs should be based on decisions regarding which format will most effectively organize the resources required to solve these problems (Noruzi et al., 2010).

Over the decades, the term social entrepreneurship has been increasingly considered a crucial phenomenon. Zahra et al. (2009) examined more than 20 definitions of social entrepreneurship and subsequently combined them into a single definition. Their definition of social entrepreneurship involves activities and processes implemented to define, find, and take advantage of opportunities to increase social wealth by starting new businesses or managing organizational innovation. The broad definition of social wealth includes social, environmental, health, and economic characteristics of human well-being.

In previous studies, researchers have provided sufficient evidence to understand the phenomenon of social entrepreneurship from the perspectives of social entrepreneurs and enterprises (Gupta et al., 2020; Hota et al., 2020). The term social venture refers to an enterprise, while a social entrepreneur is a person who establishes a social venture and is referred to as a change producer. According to Perrini (2006), social entrepreneurs find opportunities and make a profit, create social wealth, or balance social needs. Moreover,

social enterprises are carried out by independent entrepreneurs and institutions to find effective profit or non-profit activities to create jobs and to build the required infrastructure for social development (Zahra et al., 2008).

Dees and Anderson (2003) highlighted the importance of social enterprises being described differently from private enterprises; they are driven by public interest and can be for-profit social enterprises or non-profit social enterprises. In addition, social enterprises adopt different legal formats and are bound by different legal frameworks and financial/ tax responsibilities and obligations in different countries. These factors make comparisons of current national and international social entrepreneurial activity unreliable (Noruzi et al., 2010).

Social entrepreneurship is considered as social ventures and social entrepreneurs that highlight social values (Nicholls, 2006; Stevens et al., 2015). Worldwide, social entrepreneurs have introduced and used innovative business models to overcome social issues previously overlooked by business organizations, government organizations, and non-government organizations (NGOs). Entrepreneurs have played an important role in improving detrimental social conditions, especially in developing countries where the shortage of resources and corruption in the government and even NGOs limits the attention given to serious social needs (Zahra et al., 2009). In developed countries, social entrepreneurs have become a visible change agent, implementing innovative and profitable methods to overcome social issues (related to gender, human welfare, poverty, inequality, etc.) that traditional solutions have had difficulty in addressing.

In addition, Dees and Anderson (2003) asserted that progressive social entrepreneurs must be able to use financing structures, strategies, and mechanisms effectively to attain their social goals. Further, social entrepreneurship should not be considered as a fundraising strategy or

linked to the idea of commercial enterprise. Essentially, entrepreneurship includes the establishment of new and better ways of creating value.

Social entrepreneurship refers to effective strategic management and business activities that have a social mission to create societal change or social wealth rather than (economic) personal wealth. The concept of strategic management is defined as creating the association between companies' internal environment (strength, and weakness) and external environment (opportunity and threats) (Kraus and Kauranen, 2009). The main goals of strategic management are to create a strategic goal and to set the objectives, formulation, assessment, execution, and control. Further, strategic management defines the association between the company's performance in relation to maintaining a competitive advantage by creating value (Ireland et al., 2003). According to Dogan (2015), the basis of strategic management is utilizing organizational resources, such as human, raw material, and capital, efficiently and effectively so that the company can maintain its long-term viability and obtain advantages and benefits.

The terms strategic management and entrepreneurship have developed independently but both terms focus on how companies adapt to changing environments and take advantage of opportunities created by uncertainty and disruption in terms of wealth creation. According to Ireland et al. (2001), strategic management provides a context for entrepreneurial activities. Strategic management depends on how profits are created and maintained, while entrepreneurship concerns creation and innovation (Venkataraman and Sarasvathy, 2001).

According to Kraus and Kauranen (2009), strategic management and entrepreneurship are related to the creation, growth, change, and performance of the company and industry. These authors explored the effectiveness of the different characteristics and activities of an organization and the top management team in relation to obtaining a competitive advantage and achieving the organization' goals. A previous study conducted by Entrialgo et al. (2000)

analyzed the connection between strategic management and entrepreneurship in terms of content and processes. This author investigated the effects of competitive strategy, time horizons, planning, controlling, analysis procedures, and flexibility perspectives on entrepreneurship. A sample of 233 Spanish small and medium-sized enterprises (SMEs) was used for this research. The findings indicated a positive association among entrepreneurship and flexibility, analysis, control, locus planning, and strategy dependent on differentiation.

Previous studies indicate that strategic entrepreneurship is the field of study where strategic management and entrepreneurship intersect. In the business world, organizations need to be strategic and entrepreneurial to remain competitive and to maximize wealth. In the management literature, strategic entrepreneurship is increasingly considered extremely important. The fundamentals of strategic entrepreneurship have been highlighted as existing at the intersection of strategic management and entrepreneurship (Dogan, 2015). According to Ireland et al. (2001), strategic management and entrepreneurship are dynamic processes related to corporate behavior and efficiency. Strategic management requires companies to identify a competitive advantage in a specific environment. Entrepreneurship encourages the search for competitive advantage through process or product innovation. Typically, new companies are established independently as startups or as new units within an established company to fulfill market innovation promises.

Strategic entrepreneurship, which defines entrepreneurship from a strategic perspective, emphasizes the importance of managing company resources or activities strategically to achieve a competitive advantage (Dogan, 2015). Entrepreneurial activity is defined as strategic action undertaken with an entrepreneurial mentality. Strategic entrepreneurship can be defined as the reality that business and strategic perspectives are complementary in implementing policies for wealth creation (Tantau, 2008).

Several previous studies have examined the relationship between corporate entrepreneurship and strategic management. The term corporate entrepreneurship is defined as creating new business from an existing enterprise through process and product innovation. The purpose of innovation is to redefine the organization and industry to create or maintain a competitive advantage. In today's highly competitive environment, entrepreneurship is an important concept within strategic management for all companies, regardless of size or the level of development (Austin and Reficco, 2008). Austin and Reficco (2008) examined the association between the intensity of corporate entrepreneurship and strategic management practices (planning flexibility, scanning intensity, planning horizon, control attributes, and locus of planning) using a sample of 169 US manufacturing companies. The research results showed that there is a positive correlation between the intensity of corporate entrepreneurship and planning flexibility, strategic controls, locus of planning, and scanning intensity.

According to Noruzi et al. (2010), most governments do not have a comprehensive and strategic approach to working with social entrepreneurs; there are very few cases where local, state, and federal employees work with social entrepreneurs. By using the following five main methods more strategically, however, leaders can make a significant contribution to promoting key social issues: promoting social innovation; creating a conducive environment for entrepreneurship and social innovation; rewarding social entrepreneurial initiatives for outstanding performance; implementing successful scaling methods; and generating standard knowledge (Noruzi et al., 2010).

2.7 Social Entrepreneurship and Social Entrepreneurs

Social entrepreneurs work to change the face of society. Health, hygiene, education, human rights, and the environment are pervasive issues. Social entrepreneurs aim to bring about change in society because the impact of modern innovation often damages human lives.

Accordingly, they work to improve systems, create new solutions, and establish fair practices. Social entrepreneurs largely think and act like other entrepreneurs, but they think a little differently in terms of empathy and the desire to achieve societal goals to help others. They also generate income, even though profit is not their primary motive. Surviving without donations is their mission. This helps empower rural areas in relation to social and economic change (Raju, 2018).

Raju (2018) highlighted some of the most famous individuals who have influenced others and are considered role models as social entrepreneurs:

- Susan B. Anthony, who was one of the founders of the first female suffrage movement and a prominent civil rights leader for US women in the nineteenth century. She was a US social reformer who played an important role in the women's electoral campaign.
- Vinoba Bhave, who was an advocate for nonviolence and human rights in India. Vinoba Bhave was the founder and head of the land grant movement in modern Indian history, which assisted the poor and lower class people in the redistribution of land.
- Maria Montessori, who developed the Montessori program for early childhood education and personal development. Maria Montessori championed social justice in many ways from the outset. She campaigned for equal pay, social status, women's right to vote, and children's rights, especially children with disabilities.
- Florence Nightingale, who founded the first nursing school and was committed to improving hospital conditions to provide greater relief and comfort for the sick.
- Margaret Sanger, who founded the American Planned Parenthood Federation, which defended family planning systems across the world.

Such social entrepreneurs are an example for others; they have fought for their beliefs and made significant changes in their respective fields of work.

2.8 Case Studies on Social Entrepreneurship

This sub-section details several case studies of non-profit organizations using an innovative approach to tackling poverty in society. These case studies are representative of the range of cases related to the concept of social entrepreneurship. The success of these entrepreneurs shows that innovation driven by social change can help to achieve public goals and generate income for self-sufficiency. Table 2.1 summarizes the information regarding these case studies.

Table 2.1: Case studies of social entrepreneurship organizations.

Organization name	Year established	Entrepreneur(s)/ founder(s)	Location	Type
Child and Family Services Philippines Institution (CFSPI)	1987	Denny Urquico	Baguio, Philippines	Non-profit
Tuloy Foundation, Inc.	1993	Marciano Evangelista	Makati, Philippines	Non-profit
International Deaf Education Association (IDEA)	1985	Dennis Drake	Bohol, Philippines	Non-profit
Grameen Bank	1983	Muhammad Yunus	Bangladesh	Corporate
Ashoka	1980	Bill Drayton	United States	Non-profit
Range De	2008	Smita Ramakrishna, Ramakrishna NK	Bengaluru, India	Non-profit
The George Foundation	1945	Abraham M. George	Bangalore, India	Non-profit

Source: Prepared by the author.

2.8.1 Child and Family Services Philippines Institution (CFSPI)

CFSPI was founded in 1987 as a home for street children in Baguio. This institution has expanded its services to provide shelter for abused girls, community services for children and women, and also provides leadership training and vocational skills for young people in masonry. CFSPI also manages business activities, a hotel, and funds to subsidize its social mission (Duldulao, 2012).

2.8.2 Tuloy Foundation, Inc.

Tuloy Foundation, Inc. was established in 1993 by Fr. Marciano “Rocky” G. Evangelista. This foundation is a non-profit or non-governmental organization in the Philippines that aims to provide home care services for children and youth. Tuloy’s program focuses on unlocking each child’s potential abilities and gives children the opportunity to rebuild their self-esteem and discover new interests. The Tuloy Foundation was started with 12 children and a group of volunteers in a small room of 40 square meters. The Children’s Village now offers in-house, non-formal education courses (that have been accredited by the Ministry of Education) for more than 600 children. Currently, this foundation is managing the two Tuloy centers: the Oasis Nature Therapy; and Tuloy sa Don Bosco for village Street Children (covering 4.5 hectares) (Duldulao, 2012).

2.8.3 International Deaf Education Association (IDEA)

IDEA was founded in 1985 by Dennis Drake. This is a non-profit organization that aims to provide education to deaf and hearing-impaired children who are poor and neglected in the Philippines. IDEA, initiated by the US Peace Corps, specifically focuses on education for the deaf in Bohol. This organization envisions a society where deaf people in the Philippines enjoy economic and social equality, inclusion in the community, and independence. Self-

confidence is promoted by providing educational, economic, and physical opportunities to deaf children, adults, and their families (Olson, 1989).

2.8.4 Grameen Bank

Muhammad Yunus, a modern social entrepreneur, established Grameen Bank in Bangladesh. His company was awarded the Nobel Peace Prize in 2006 (Noruzi et al., 2010). The company continues to grow and expand, benefitting many weaker social classes. Grameen Bank is the largest microfinance organization in the world. This organization is considered a profitable business that has helped thousands of people facing poverty, most of them women.

Muhammad Yunus wants to solve the poverty problem in Bangladesh. Based on interacting with and listening to poor villagers, he proposed the idea of providing very small loans for micro-enterprises, using local peer groups to increase social influence and make the model economically feasible. He designed this new program and created Grameen Bank (a for-profit organization almost entirely owned by borrowers) to run it. In its fastest-growing stage, Grameen heavily relied on grants and below-market capital but has since abandoned such funding approaches (Peredo and McLean, 2006).

2.8.5 Ashoka

The Ashoka organization was founded in 1980 by Bill Drayton to contribute to a better and more focused world. Its mission is to create a global, entrepreneurial, and competitive citizenship sector: this sector enables social entrepreneurs to flourish and enables citizens of the world to think and act as agents of change. Ashoka identifies leading social entrepreneurs through solutions to social problems designed to create changes in society.

Ashoka seeks people who share its vision, determination, and creativity and are driven by public gain rather than self-interest. Each Ashoka member receives a financial grant that enables them to use it for their expenses so that they can give all their time to pursuing their

innovative social ideas. Ashoka finds the best social entrepreneurs, offers solutions to social problems, and seeks to achieve major changes in society. Ashoka connects its members with entrepreneurs to help them successfully implement their social ideas. As a result, this organization focuses on providing the skills and connections needed by individuals to develop their ideas as required in order to solve problems in their family, city, community, workplace, industry, or country. The core value underpinning this project is that the goal must be to create change for the benefit of all (Roy et al., 2014).

2.8.6 Rang De

The Rang De organization was founded in 2008 by Sri Ramakrishna and Ms. Smith Ram. It is a non-profit social enterprise driven by award-winning technology that provides rural entrepreneurs with low-cost access to credit via a partner web-based crowd-funding platform. Its mission is to make microcredit comprehensively accessible for business, education, and health needs. Rang De is an online platform through which poor people in rural and urban areas in India can access micro-loans at an interest rate of up to 2% per year. Users across India can obtain loans directly from borrowers, who can track their investments and get paid online regularly (Ashta and Assadi, 2010).

2.8.7 The George Foundation

The George Foundation is another recognized social company, established in 1945. The Women's Development Program inspires women through education, vocational training, agricultural cooperatives, business development, and savings planning. Like all the organizations detailed above, The George Foundation follow the principles of social entrepreneurship, solving social problems and bringing about positive change in society while maintaining economic viability (Raju, 2018).

2.9 Theories and Models of Social Entrepreneurship

Social entrepreneurship is steadily gaining popularity globally, and many international institutions are investing time and resources to better understand the attributes of social entrepreneurship (Chell et al., 2010). Despite social entrepreneurship attaining international attention and considerable interest worldwide, however, this has not yet been reflected in the academic literature (Zahra et al., 2008). Further, social opportunities have a strong bond with social entrepreneurship because social opportunities provide a framework for entrepreneurs regarding information processing, and they also provide guidelines for decision making globally (Zahra et al., 2008). However, further scholarly attention is required regarding what role social causes play in the creation of international opportunities globally.

Chell et al. (2010) highlighted three important aspects that can affect the advancement of social entrepreneurship worldwide: the demand side (public demand as a customer for social enterprises); the supply of entrepreneurs; and other institutional aspects, which can be the mix of both (supply side and demand side). However, Zeyen et al. (2013) pointed out that the economic role of social entrepreneurship has been ignored by scholars in the past.

Additionally, these authors highlighted the importance of the theoretical understanding of social entrepreneurship, stating that existing theories and discussions about social entrepreneurship can enlighten our understanding of social entrepreneurship. They further asserted that it would be fruitful to link social entrepreneurship with other theoretical fields. Such collaboration may illuminate our insights into the different roles played by social entrepreneurship in our society.

2.10 Important Theories of Social Entrepreneurship

Theories and models play a vital role in creating a clear image of the phenomena under observation and guiding the researcher in collecting information in an accurate manner

(Meinhardt, 2006). In addition, models and theories assist us in understanding the behavior change process of individuals within society. In this context, Shockley and Frank (2011) stated that theories and models can help in observing and investigating to produce more accurate research results. When using a theoretical approach, it is necessary to understand the results and to recognize the reasons for success and failure. Nilsen (2020) highlighted three important objectives of using theoretical approaches: to describe the research procedure in practice; to explain the reasons why implementation outcomes are affected; and to understand how to evaluate the implementations.

Theories have a fundamental role in correctly aligning the research field of social entrepreneurship (Shockley and Frank, 2011). In addition, social entrepreneurship is an emerging field and deeply connected with theory-building. Shockley and Frank (2011) further highlighted the importance of classical theories, stating that these theories can serve as interpreters for the field of social entrepreneurship. Day and Jean-Denis (2016) also highlighted the importance of integrated theories for social entrepreneurship, stating that due to its nascent nature, social entrepreneurship needs theories that can help to develop this field more accurately. Theories also have importance for the field of social entrepreneurship in relation to achieving optimal economic outcomes from each entrepreneurial activity (Bacq and Eddleston, 2018). Further, Santos (2012) argued that, as social entrepreneurship is in its developmental phase, there is the need to better serve this field with the help of well-organized theories. In this vein, the theory should cover all related aspects of social entrepreneurship, including a comprehensive definition, its economic role in society, and a well-defined framework for research and practices.

Zeyen et al. (2013) highlighted the relatedness of social entrepreneurship with two important theories: human capital theory; and the resource-based view. Bacq and Eddleston (2018) also highlighted the importance of the resource-based view for the field of social

entrepreneurship. Pan et al. (2019) further elaborated on the importance of existing theories for social entrepreneurship, stating that identity-based theory has also a key role in enhancing our knowledge concerning social entrepreneurship. However, Zahra et al. (2008) argued for the importance of behavioral theory in social entrepreneurship research, asserting that this is an important theory for understanding the behaviors of entrepreneurs in relation to the creation of social entrepreneurship.

Thus, the literature identifies four important theories that have an important role in the formation of social entrepreneurship: the resource-based view; human capital theory; identity-based theory (encompassing also identity verification); and behavioral theory. In the following sub-sections, these theories are discussed in detail to understand their definitions, importance, and implementation in the context of social entrepreneurship.

2.10.1 Behavioral Theory

According to behavioral theory, the behaviors practiced are learned from the environment, and conditioning has a vital role in the development of behaviors. Argote and Greve (2007) highlighted the four major commitments of behavioral theory and asserted that these commitments have considerable significance for current research. The first important commitment is that the focus should be on a small number of internal (within the firm) economic decisions. Second, decisions should be made based on those behavioral processes that are already observed within the firm. Third, it is necessary to understand that many decisions are affected by the observed models that already exist rather than actual behaviors that are identifiable within the firm. Fourth, decisions should preferably be made based on developed theory.

Zahra et al. (2008) highlighted the role of behavioral theory for social entrepreneurship, stating that five different criteria can affect the decision-making process of entrepreneurs:

prevalence; relevance; urgency; accessibility; and radicalness. Prevalence is used to describe the commonness of something. From the entrepreneurial perspective, if the social issue prevalent among groups of people, it can be considered an opportunity for entrepreneurs. Here, behavioral theory proposes that it is more attractive for entrepreneurs to identify those problems that are most prevalent because these problems are more common in society (Freireich and Fulton, 2009).

Relevance refers to the association between one thing and another. From the perspective of entrepreneurs, relevance indicates the situation when social opportunities match with their values, interests, and resources. Relevance plays a constructive role by attracting the attention of entrepreneurs to solve social problem (Lounsbury and Strang, 2009). Here, behavioral theory suggests that relevance is an important aspect of individual responsibility in choosing a particular social problem.

Urgency is a state that pushes one to do something as a priority. Urgency is a condition in social entrepreneurship when there is some unpredictable situation that occurs that requires urgent attention. In most cases, natural disasters or similar catastrophes create an urgent need for entrepreneurs to address such problems (Freireich and Fulton, 2009). Zahra et al. (2008) argued that some social issues require attention within society simply because of their urgency. From the perspective of behavioral theory, entrepreneurs respond to those social issues and problems that urgently need solutions.

Accessibility is the ability of someone to access or reach something more easily.

Accessibility is related to how entrepreneurs behave concerning opportunities that are more accessible for them. They are more likely to address those social issues and problems that are convenient for them to address (Freireich and Fulton, 2009). Behavioral theory suggests that social issues and problems that easily accessible to entrepreneurs are more likely to be addressed by them.

Finally, radicalness is related to what extent a social change influences the solution to any particular problem. An entrepreneur may provide help through radical innovation when addressing such social issues (Phills, et al., 2008). Behavioral theory suggests that the radicalness of a social opportunity can define social entrepreneurs' behavior regarding, and attachment to, various social opportunities.

Based on the above discussion, it can be said that all five attributes presented by Zahra et al. (2008) play a key role in defining social opportunities. The importance and appropriateness of behavioral theory are also clear in the formation of a social entrepreneur. Based on behavioral theory, these five attributes can play a vital role in revealing social opportunities.

2.10.2 Resource-Based View

The resource-based view proposes that firms can create a competitive advantage and improve their long-term performance by using their valuable and unique resources (Barney, 2001).

The resources of firms are their assets or strengths that are valuable and rare. In addition, according to the resource-based view, there are bundles of resources that firms have acquired over time, and in most cases these resources are difficult to imitate. By using these resources, firms can generate a competitive advantage and differentiate themselves from others (Day and Jean-Denis, 2016). However, Barney (2001) argued that the resource-based view suggests that the resources that each firm acquires are heterogeneous and that firms can perform for a long time with these heterogeneous resources. These resources may be tangible (employees, land, stocks, licenses, etc.) or intangible (intelligence, skills, experience, etc.). Bacq and Eddleston (2018) further clarified the perspective of the resource-based view, stating that much of a firm's social impact depends on the unique resources of the firm. By using their unique resources, firms can both engage their stakeholders and attract government

support. However, Monaci and Caselli (2005) argued that, by applying the resource-based view, firms' basic purpose is to attain social impact by using its competencies and resources. Resources and competencies are highly valued for social innovation as well as for entrepreneurial ventures when social entrepreneurship incorporates the perspective of the resource-based view (Day and Jean-Denis, 2016). In addition, the acquired resources of the firm and its better performance over the long term are highly interconnected. Bacq and Eddleston (2018) further specified the role of the resource-based view for social entrepreneurship, stating that enterprises' capabilities and resources have a significant influence in building their social impact. Additionally, by applying the resource-based view, firms can create a framework to use their competencies more efficiently and can serve the target market more competently. Day and Jean-Denis (2016) highlighted four basic types of capital (social, human, financial, and political), stating that, in order to more effectively understand the concept of social entrepreneurship, it must be acknowledged that these four types of capital play a critical role. Additionally, all these types of capital are equally important and significantly contribute to the creation of social opportunities for entrepreneurial activities. Enterprises can create value by using capital inputs to serve the community.

2.10.3 Human Capital Theory

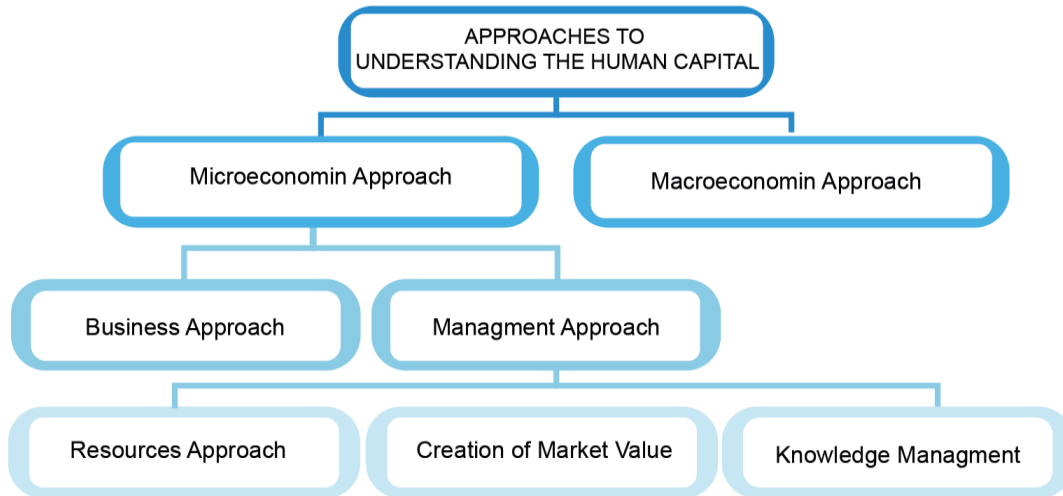
Human capital theory refers to those embodied abilities of labor through which economic value is created. These embodied abilities can be improved through training and education (Nicholls and Cho, 2006). Further, human capital theory denotes training and education as a human resource investment to boost these abilities. In this context, Sahasranamam and Nandakumar (2020) asserted that people and companies have been attempting to enhance their human capital through ongoing learning and training. Nyssens (2006) stated that the

most important principle of human capital theory is that people's embodied capabilities are comparable with other resources that are used to produce goods and services. This author also stated that human resource development and human capital theory are similar in nature.

Human capital is different from other types of capital due to its unique feature of development over a long period; however, the development of human capital may not be linear over time due to various economic fluctuations. The outcomes of human capital investment pave the way for three different types of change: change in the trajectory of performance improvement (individual level); change in the trajectory of increasing output and profits (organizational level); and change in the trajectory of improvement as a whole (societal level) (Nafukho et al., 2004).

The two main types of human capital are general and specific (Estrin et al., 2016). General human capital denotes the qualification of an individual in form of education, while specific human capital indicates the abilities of humans in the form of skills and expertise in the business. However, Kucharcikova (2011) pointed out that there are two main approaches to human capital, namely macroeconomic and microeconomic. This author further divided the microeconomic approach into two important sub-approaches (business approach and management approach) and also further divided the management approach into three important sub-approaches (resource approach, creation of market value, and knowledge management) (see Figure 2.2).

Figure 2.2: Structure of the approaches to understanding human capital.



Source: Kucharcikova (2011).

According to Kucharcikova (2011), the microeconomic approach views human capital from the perspective of the individual, while the macroeconomic approach views human capital from the perspective of society (factors of production). From the perspective of the business approach, human capital is the production function of a business in the form of human labor, while management approaches see human capital as an intangible asset of the organization that creates market value for a firm.

Capital, information systems, and labor are the three important resources in all types of businesses and enterprises. The resource approach highlights that workers are the most important and valuable resource of an organization for efficient performance in long term (Kucharcikova, 2011). The value creation approach also considers human capital as the most valuable resource in terms of value creation for firms in the market and in differentiating themselves from others. The knowledge management approach sees knowledge capital as the most important aspect of the organization due to the unique features of creativity and human skills.

Singh (2016) highlighted the importance of human capital for social entrepreneurship, stating that the role of human capital for value creation is more critical for social entrepreneurship than commercial entrepreneurship. Popkova and Sergi (2020) also argued for the importance of human capital, stating that the role of intellectual capital cannot be ignored for the development and betterment of social entrepreneurship. Furthermore, intellectual capital plays a vital role in the transformation of corporate knowledge for the innovation of entrepreneurial activities. Intellectual capital is considered a strength of any organization because it is the unique and valuable ability of employees through which a firm can create a competitive edge (Popkova and Sergi, 2020). Human capital has a specific place in the success and long-term existence of any organization (Zeyen et al., 2013).

It is critical to consider the role of three important institutions (educational, financial, and political) to provide a better understanding of the social entrepreneurship phenomenon from the perspective of human capital theory (Sahasranamam and Nandakumar, 2020). The important thing here is to note how these institutions play a role in moderating the influence of human capital on social entrepreneurship. The financial system is the most important institution that can influence entrepreneurship due to its liquid nature. From the perspective of social entrepreneurship, a charitable form of capital also exists (Sahasranamam and Nandakumar, 2020); however, the main purpose of these types of entrepreneurial ventures is not to make a profit (e.g. non-profit organizations). Further, the second most important institution is the education system. This institution is important in the context of having a role in improving individuals' capabilities and competencies. Sahasranamam and Nandakumar (2020) further stated that the political system is also an essential institution that cannot be ignored because entrepreneurial activities could be affected by constraints imposed by the government or state.

2.10.4 Identity-Based Theory

Identity-based theory is a social psychological theory that explains the motivation of human beings based on their self-concepts and identities in relation to taking action in any situation (Phills, et al., 2008). Further, Singh (2016) argued that, in the context of identity-based theory, self-association (or self-concept) and identity depict a persons' mental representations about his or her thinking, perceptions, and feelings. Mmbaga et al. (2020) further argued that self-concept is a multidimensional concept integrated with numerous other identities, including role identity, social identity, and self-identity. However, the self-concepts of an individual are related to many other secondary associations, including an individual's beliefs, norms, values, attitudes, and behavior. A person's self-association may change over time with the cultural and social changes that occur in society.

Singh (2016) divided identity-based theory into three specific areas of identity: personal; role; and social. Individuals' identities are their learned behaviors that they practice within society, role identities concern individuals' role-oriented relationships within society, and social identities are related to individuals' interpersonal behaviors that they learn from different social groups. Sinthupundaja et al. (2020) highlighted five basic principles of identity-based theory, asserting that these principles can be helpful in more precisely and accurately understanding the concept of social entrepreneurship's linkages with strategic management.

2.10.5 Identity Verification

Identity verification denotes that individuals are motivated by the extent to which their identity and beliefs are visible to others. The perceived difference between actual and ideal thoughts and ideas about a particular situation also influences identity verification. However, feedback from the external environment also matters for the ideal depiction of identity (Freireich and Fulton, 2009).

2.10.6 Identity-Based Theory and Social Entrepreneurship

Dogan (2015) defended the importance of identity-based theory for social entrepreneurship, stating that its role cannot be ignored in understanding social entrepreneurship more accurately. Additionally, identity-based theory teaches us how the behavior of entrepreneurs is influenced when they take decisions in different social entrepreneurial activities. Identity-based theory also assists researchers in preparing a framework that leads to a deeper understanding of the decision-making process of entrepreneurs when undertaking different social entrepreneurial activities (Freireich and Fulton, 2009).

Mmbaga et al. (2020) acknowledged that the identity-based perspective of entrepreneurship is gaining popularity in the emerging literature and that scholars have been giving considerable attention to this phenomenon over the past few decades. These authors also shed light on the historical background of identity-based theories, stating that in the few past decades, scholars have been considering the psychological traits of entrepreneurs as influencing entrepreneurial activities. Over time, scholars have increasingly realized the importance of identity-based theories for better comprehending the actions of entrepreneurs as well as understanding the entrepreneurial process.

2.11 Impact of Theories on Social Entrepreneurship as Strategic Management

Theories play an important role in the context of social entrepreneurship's linkages with strategic management. In this context, Dogan (2015) defined strategic management as the ability of firms to use their resources (capital, human, natural, infrastructure, etc.) more efficiently and effectively. This definition highlights the importance of all four theories (the resource-based view, human capital theory, behavioral theory, and identity-based theory) in the context of the intersection between social entrepreneurship and strategic management

(Freireich and Fulton, 2009). If we look at social entrepreneurship in the context of strategic management from the perspective of the resource-based view, it can be observed that the resource-based view and strategic management are closely interrelated. The main purpose of the resource-based view is the efficient utilization of resources to gain a competitive edge, which is also the ultimate goal of strategic management (Lounsbury and Strang, 2009). Strategic management also emphasizes the efficient and effective management of human resources, which is also a basic aim of human capital theory. Human capital theory can thus assist in understanding social entrepreneurship's linkages with strategic management (Dogan, 2015).

Behavioral theory also has an important role in understanding how and where social entrepreneurship and strategic management are interconnected. Dogan (2015) pointed out that the utilization of human resources in an appropriate manner is an essential part of strategic management. When organizations make plans for the efficient management of human resources, they give importance to the values, beliefs, and normative aspects of the organization, which ultimately influences the behavior and attitude of employees.

Human resource management is also a fundamental part of strategic management (Dogan, 2015). According to Mmbaga et al. (2020), identity-based theory can help to improve how social entrepreneurship can be understood in the context of strategic management because the main purpose of this theory is to teach us how people's behavior is influenced when they take decisions in different activities related to social entrepreneurship.

2.12 Social Enterprise and Social Entrepreneurship

Dees and Anderson (2006) discussed two schools of thought pertaining to social enterprise and innovation. The first school of thought is the social enterprise school of thought. These authors defined the social enterprise school of thought with the help of the *American*

Heritage Dictionary, in which an entrepreneur is defined as a person who organizes, operates, and assumes the risks of a business venture. The second school of thought is social entrepreneurship. These authors explained that entrepreneurship is an attempt to establish a deeper understanding. Social enterprise and social entrepreneurship are two different concepts within the theoretical domain. The social enterprise school of thought deals both with entrepreneurship and social entrepreneurship. Entrepreneurship, in the social enterprise school of thought, indicates a social enterprise, while social entrepreneurship is a concept that is linked both with social enterprise school of thought and the social innovation school of thought. Social enterprise deals with the motivational factors, focusing on the increased interest among non-profit organizations. The major sources of revenue for social enterprises are donations and other funding from governments. However, there is criticism of the entry of non-profit organizations into the business arena. Entrepreneurs are value creators who shift their resources from areas of lower productivity to areas of higher productivity. The purpose of this shift is to increase the yield.

Bacq and Janssen (2011) presented an analysis to review the issues related to the definitions of the concepts within the field of social entrepreneurship. The basis of the issues they highlighted included geographical and thematic criteria. These authors argued that there is a lack of a unifying paradigm for the concepts of social entrepreneurship that is causing a proliferation of definitions. This proliferation has created an issue in differentiating one concept from other. The analysis was conducted using secondary data through a review of the literature. The literature reviewed originated from two different areas (North America and Europe). The issues identified were related to individuals, organizations, processes, and environments. The contextual linkages of concepts developed within a particular society are reflected in the use of terminology. A major area of concern is the differences in people's concepts concerning social entrepreneurship. In Europe, this is often mixed up with

philanthropism and social services, rather than focusing on the entrepreneurial context.

Europeans tend to consider social entrepreneurship as a non-profit activity with the objective of providing people with support, such as the availability of water and food, as well as increasing awareness. However, North Americas tend to think differently about social entrepreneurship. Due to these differences, Bacq and Janssen (2011) suggested that uniformity in the terminology should be adopted by researchers and that there is a need for a universal terminology to meet the technical requirements of social entrepreneurship and its associated concepts. This will greatly benefit future social entrepreneurship research.

2.13 Key Factors of Social Entrepreneurship

Certo and Miller (2008) presented an analysis of the key issues and concepts in the field of social entrepreneurship. These authors reviewed the research on social entrepreneurship to increase understanding of the key concepts in the field. The authors tried to build a historical context for the concept of social entrepreneurship to enhance the contextual linkages of social entrepreneurship. These author's major focus was on explaining the difference between social entrepreneurship and the traditional conceptualization of entrepreneurship. According to these authors, social entrepreneurship is a sub-field of entrepreneurship that has gained attention among scholars researching entrepreneurship. Social entrepreneurship has a value-creation orientation that seeks opportunities with a potential for creating social value. This is related to basic and long-standing social needs where the social perspective is dominant. Value creation is one of the three major areas in the social entrepreneurship; the two other areas are innovation and problem solving. Profit is also part of social entrepreneurship, but it is not the primary focus in the field. The core business of social entrepreneurship deals with meeting basic human needs or decreasing social problems faced by society. These basic needs include food, safe drinking water, health services (such as medicine and the availability

of healthcare services), and education, among others, for all those members of society who are most in need. The response to social entrepreneurship projects differs from one society to another due to differences in the social and cultural norms, values, beliefs, and living patterns of those societies (Monge, 2018). Meeting the needs of people is linked with a decrease in people's problems.

Dhesi (2010) highlighted that there are many substantial factors that can affect the outcomes of social entrepreneurs. Early socialization plays a key role in enhancing the outcomes of social entrepreneurial initiatives. Similarly, social entrepreneurs' understanding of social entrepreneurship, as well as differences between social entrepreneurs and philanthropists, plays a role in the success of social entrepreneurship. The outcomes are also likely to be affected by other key factors, such as education and health, experience in community work, and social responses to social entrepreneurship initiatives. The success of social entrepreneurship has high a dependency on the relationship between formal and informal institutions. The relationship between formal and informal institutions defines their role and responsibilities in social entrepreneurship work. Social entrepreneurs' personal skills and experience also influence the outcomes of social entrepreneurship. The investment of material and moral resources in social entrepreneurship is an initiative through which social entrepreneurs facilitate social actions by augmenting social capital (Dacin, et al., 2010). Communities' structural concerns and issues are also likely to affect social actions and may play role in the increase or decrease in the intensity of social actions. The social structure of the community influences the form of social institutions, and the specific form of social institutions establishes an environment for the form of economic activities and problem-solving mechanisms within a society (Weaver, 2018). This social environment is extremely important in understanding how social entrepreneurship initiatives can solve problems. More

available information concerning the social environment leads to more accurate strategic planning for social entrepreneurship initiatives.

2.14 Geographical Effect on Social Entrepreneurship: Perceptions and Understanding

Defourny and Nyssens (2010) presented a comparison of social entrepreneurship between Europe and the US. These authors explained the differences and similarities between the concepts in both regions. The authors highlighted that social entrepreneurship in the US is perceived differently than in Europe. People in the US think that social entrepreneurship is an initiative that is for profit and related to solving people's problems. It is understood as commercial activity with social benefits for the public. However, Europeans tend to perceive that social entrepreneurship is a form of NGOs that is not for profit. This difference indicates the knowledge gap concerning social entrepreneurship among the population of the two regions. People of the US consider social entrepreneurship as an institutional or organizational activity, while Europeans perceive that social entrepreneurship lies within the domain of not-for-profit organizations, NGOs, individual philanthropists, or social workers. They also tend to think that social entrepreneurship is purely not-for-profit activity in which the activities of the projects are supported through external funding. Thus, the notion of social entrepreneurship funding in the US is entirely different from that in Europe. Public perceptions regarding funding sources for social entrepreneurship in the US are that social entrepreneurship projects could be government-funded, funded through consortia, or through collaboration between government institutions and corporate-sector organizations or not-for-profit organizations. These differences in public perceptions are based on the cultural contexts of both regions. Social, economic, and cultural background has an influence on what people think.

Zbucnea et al. (2016) highlighted the perspective of young Romanians regarding social entrepreneurship. These authors explained that non-profit organizations are taking more interest in business strategies. The purpose of this interest is to create effective business strategies to achieve their social goals. Social entrepreneurship is being used by the people for social betterment; their commitment to a better social life is a motivational factor for those people who are willing to contribute to social change for the better. The authors confirmed the findings of Defourny and Nyssens (2010) that Romanians tend to think that social entrepreneurship concerns social enterprises initiated by non-profit or non-governmental organizations. People's general perception is that social entrepreneurship is a non-government organizational type of work in which government institutions are not stakeholders. However, there is an increasing number of people wishing to play a role in creating a better life and they are increasingly showing interest in social entrepreneurship. There is, however, a gap in the knowledge and understanding regarding social entrepreneurship because most people are not clear about the difference between social enterprise, social work, and social entrepreneurship. People are not aware of the institutional role in the development of social entrepreneurship and its outcomes for communities.

Huybrechts (2016) discussed how social entrepreneurship is becoming part of institutional transformation internationally. This author argued that there is a need of further research to understand the role of institutions in the development of social entrepreneurship. There is debate surrounding social entrepreneurship regarding the role of institutions as the cognitive institutional environment is increasingly at odds with social entrepreneurship due to the regulatory and normative structures of these institutions. The major challenge is to address the needs of resource mobilization and organizational inputs to enable existing resources to be mobilized. The general perception concerning social entrepreneurship is that it is as a mechanism-changing activity that challenges the institutional authorities. It is therefore

important to explore whether such institutions are supportive and what institution-related challenges are being faced by social entrepreneurship. The author has also pointed out that the differences between social entrepreneurship outcomes and institutionally embedded entrepreneurial actions need to be explored further to ensure clarity regarding the role and supportiveness of each party. The availability of resources and resource mobilization represents a context that can be seen in the institutional policies related to resource mobilization and determining the rights to access existing resources. If the institutions are supportive of social entrepreneurship initiatives then collaborative objectives and measures for these institutions would provide a clearer picture. Positive moves towards resource mobilization are subject to the objectives and goals of these institutions (Dacin, et al., 2010). Social entrepreneurship initiatives, either by these institutions or in collaboration with stakeholders, can make the process smoother and more effective in the context of resource mobilization and problem solving.

2.15 Social Entrepreneurship Research

Bruton et al. (2010) explained that entrepreneurship research has been increasing and that institutional theory has a significant role in entrepreneurship research. Institutional theory encompasses many areas that need to be explained regarding the relevance of institutional theory to entrepreneurship, enterprise, social enterprise, and social entrepreneurship.

Institutional theory has a role in explaining the forces that shape entrepreneurship's success (Peng, 2006).

Institutional theory has been used to great effect in entrepreneurship research as a lens through which to identify and study the issues. Studying entrepreneurship without considering the role of institutions (including social institutions) cannot provide a clear picture of the opportunities and challenges (Scott, 2007). The success of entrepreneurship can

be studied through the institutional role in the establishment of enterprises related to a particular industry and the response of economic and socio-cultural institutions to the enterprise (Baumol et al., 2009). Institutional theory offers methods to study these institutions and to evaluate their role in people's routine life decisions. The public's response to institutional opportunities or obligations has an influence on the role of institutions. Institutional involvement in entrepreneurship is clear in cases where the success of entrepreneurship depends on the types of opportunities or obligations faced by entrepreneurship from institutions. Thus, institutional theory is one of the key theories related to entrepreneurship research. However, researchers have suggested segregating the concepts within institutional theory to make it easier for researchers to understand the core concepts.

Bacq et al. (2013) conducted a study quantitatively comparing social entrepreneurship and commercial entrepreneurship. The purpose of this comparison was to define the context of social entrepreneurship organizations. Using a survey conducted in Belgium and the Netherlands in 2009, mixed methodological approaches were used to obtain quantitative and qualitative data. The findings showed that the success of emerging social entrepreneurship initiatives and social organizations mainly depends on funding from the government, while the earned income of such projects is extremely limited. Due to the limited earned income, government funding was found to be key in the success of social entrepreneurship in both countries. The authors suggested that social entrepreneurship has less ambition regarding the growth of employment and progression compared to commercial entrepreneurship. While commercial entrepreneurs were found to be taking their enterprises to a maturity stage, social entrepreneurship was not showing such ambition in either country. Therefore, the employment opportunities generated by commercial entrepreneurship were greater than those created by social entrepreneurship. The real challenge therefore lies in younger social organizations finding new initiatives for social entrepreneurship. However, their dependency

on government funding can create value for long-term partnerships between social entrepreneurship projects and those government institutions providing funds for such social entrepreneurship projects.

Tiwari et al. (2017) studied entrepreneurship using a planned behavior theoretical framework. This was a quantitative study in which a questionnaire was used for the collection of primary data. A total of 230 young adults were interviewed using a structured questionnaire. The average age of respondents was 20 years old. The authors found that 42% of variance in terms of intentions towards social entrepreneurship was explained by their model. Emotional intelligence was found to be a positive contributor towards social entrepreneurship. However, these young people were not part of any social entrepreneurship initiative; the data collected concerned their intentions regarding social entrepreneurship. The results showed that there was a positive relationship between people's intentions towards social entrepreneurship and self-efficacy. People's behavior is extremely important in social entrepreneurship; people with intentions towards social entrepreneurship are more likely to take part in any social entrepreneurship ventures in the future. A positive attitude is likely to lead to a positive response towards social entrepreneurship programs, but such programs' success relies on young people being in a position to initiate social entrepreneurship programs independently or being supportive of future social entrepreneurship programs. The social response to social entrepreneurship programs can affect the outcomes and expected results of social entrepreneurship.

Monge (2018) conducted research on the drivers of social entrepreneurship activity. This was a cross-country analysis in which a comprehensive analysis of variables was conducted. The study's purpose was to understand the drivers of social entrepreneurship that accelerate the process of setting goals for social entrepreneurship. This author explained that the drivers of social entrepreneurship are different in different countries. Deprived people are more

interested in taking part in social entrepreneurship activities. One of the major areas of focus for social entrepreneurship is tertiary education. Social entrepreneurship activities related to tertiary education are being welcomed by people and their participation in tertiary education activities is greater than in other areas, such as carbon dioxide emissions. Similarly, long-term unemployment and the increase in the number of immigrants in countries are also generating effective responses. However, these are broader areas and are related to large-scale social entrepreneurship activities. Narrower scale activities of social entrepreneurship that are being welcomed by the public include taxes on income, perceptions of living standards in different countries, and profit and capital gains. The perceptions of people regarding the benefits of social entrepreneurship are different in different countries, but one common theme is that people want immediate solutions to their problems. They show less interest in long-term activities as they want to see the results of activities in the short term in order to assess the benefits of such activities. The author concluded that people's awareness of the long-term benefits of social entrepreneurship can increase their interest in taking part in social entrepreneurship activities.

Nicolas et al. (2018) conducted an analysis of the cognitive determinants of social entrepreneurship. The analysis results were used to study variations in terms of the degree of economic development. These authors concluded that one major aspect often ignored by institutions is social entrepreneurship's response to social problems by offering innovative ways to mobilize resources. The authors claimed that resource mobilization in innovative ways can create employment opportunities for people. Unemployment-related social problems can be reduced by improving government institutions' resource-mobilization strategies. The role of the community in the mobilization of resources is central. However, there are many limitations for community members in initiating social entrepreneurship ventures independently, but this is possible in collaboration with government institutions.

Similarly, other social problems, such as limited access to healthcare, the unavailability of clean drinking water, and education-related issues, can be solved with the support of government institutions. Government institutions already working on similar projects can increase the efficiency of their projects by involving communities. The potential of social entrepreneurship, however, is not limited to these few social problems. Social entrepreneurship can create value for communities by solving other problems. The institutional role can be reduced at later stages to make the social entrepreneurship projects sustainable. This can lead to an environment where community-led social entrepreneurship projects would become self-sustaining enterprises. However, it will take time to reach this stage. Increased research on social entrepreneurship is a positive move towards social entrepreneurship and problem solving through social entrepreneurship.

2.16 Critiques of Social Entrepreneurship

Dacin et al. (2011) presented a critique of social entrepreneurship focusing on the future directions of social entrepreneurship. These authors mentioned three major areas related to social entrepreneurship: entrepreneurial studies; non-profit management; and social innovation. The authors claimed that these three areas have caught the attention of academics over the past few years. This is due to an increase in the research related to social entrepreneurship. Dey (2006) referred to this as an international cultural phenomenon. However, Harding (2007) argued that interest in social entrepreneurship is growing among those people who are aware of their problems and the life challenges they are facing. This has called into question the ability of governments and business in relation to addressing social problems such as the environment, social exclusion, and poverty. It is true that NGOs are playing an important role regarding public awareness of certain social problems and educating people on the social issues; however, most social-sector NGOs do not have the

capacity to address people's problems. The literature shows that social entrepreneurship is a way to address social problems through innovative means and to create social value for people. Hence, the role of institutions, and particularly government institutions, is vital to reduce social problems through social entrepreneurship and to create social value for people participating in social entrepreneurship projects. Most of the problems faced by communities are related to their basic needs, such as the availability of food, clean water, livelihood opportunities, employment, healthcare, and education. Community-based initiatives to reduce these problems and social entrepreneurship initiatives led by individuals need to be studied carefully and the lessons learned should be documented to enhance future decisions related to social entrepreneurship.

Dufays and Huybrechts (2014) argued that the emergence of social entrepreneurship can be described at three levels to understand the different dimensions of the concepts. These three levels are the macro level, the micro level, and the meso level. The macro level includes the social drivers of social entrepreneurship and the economic drivers of social entrepreneurship. The micro level includes social entrepreneurs' motivations and intentions. The meso level includes concepts related to social entrepreneurship ventures, such as opportunities, challenges, existing resources, and possible ways to mobilize resources. These authors argued that studying every level of social entrepreneurship can reveal new dimensions that would be beneficial for the understanding of social entrepreneurship and how social entrepreneurship plays role in value creation (both for individuals and communities) and problem solving. An analysis covering these three levels can assist in the process of goal setting where the role of strategic management of social entrepreneurship can be planned to achieve better outcomes. Social networks are important in this regard as they play a bridging role, connecting the macro level and the micro level. Thus, it is important to study networking and social networks to provide a clear understanding of social entrepreneurship's success. Networking is

also important for the creation of social capital. Social capital is one of the primary goals of social entrepreneurship.

Christopoulos and Volg (2014) found that the economic motivations of social entrepreneurship are associated with individuals' personal gains. These potential personal gains attract people and motivate them to participate in social entrepreneurship. The role of entrepreneurs in social entrepreneurship is altruistic as their actions are not to benefit themselves but to create benefits for others through their actions. In this way, it becomes a collective effort comprising social entrepreneurs and community members. Unfortunately, however, people's expectations remain high for social entrepreneurs, with understanding of the role of individuals and other stakeholders remaining limited. The actions of a single social entrepreneur can result only in very limited benefits. This is because there are many limitations for individual social entrepreneurs in terms of seizing initiatives and then moving forward to achieve their goals. A collective effort by the stakeholders can lead to better results for social entrepreneurship compared to what an individual social entrepreneur could achieve. The authors explained that there are close associations between four factors: the success of social entrepreneurs; entrepreneurship; social relations; and motivation. Presenting profitable avenues can motivate individuals to become part of a social entrepreneurship project due to the attractiveness of personal gain or individual economic benefits. It is extremely important to understand that any inherent conflict among the stakeholders of social entrepreneurship (due to their multiple agendas) can negatively affect the development of social entrepreneurship.

2.17 Summary of Findings from the Literature

In order to clarify the concepts and their context, a summary of the key findings from the literature, in chronological order, is shown in Table 2.2.

Table 2.2: Summary of findings from the literature.

Title of the study	Author(s) and year	Orientation	Summary
Framing a theory of social entrepreneurship: Building on two schools of practice and thought	Dees and Anderson (2006a)	<ul style="list-style-type: none"> • Social enterprise and social innovation are two schools of thought. • Social entrepreneurship is part of social enterprise school of thought. • The social enterprise school of thought deals with both entrepreneurship and social entrepreneurship. 	Social enterprise and social entrepreneurship are two different concepts. Social enterprise deals with the creative and innovative ways to create livelihood opportunities for socially deprived segments. Social entrepreneurship deals with innovation for value creation and problem-solving.
Social entrepreneurship: Key issues and concepts	Certo and Miller (2008)	<ul style="list-style-type: none"> • Social entrepreneurship is a sub-field of entrepreneurship. • Social entrepreneurship has a value creation orientation to seeking opportunities. • The core business of social entrepreneurship is related to basic human needs or decreasing social problems. 	Social entrepreneurship is becoming an independent field of study. Social entrepreneurship has the potential to solve social problems using the available resources. Social entrepreneurship offers innovative ways to solve problems.
Diaspora, social entrepreneurs and community development	Dhesi (2010)	<ul style="list-style-type: none"> • Early socialization plays a key role in enhancing the outcomes of social entrepreneurial initiatives. • The outcomes are also likely to be affected by education and health, experience in community work, and social response. • The relationship between formal and informal institutions defines the role and responsibilities of institutions. 	Early socialization affects the strategic planning of social entrepreneurship. The institutional role is important in the success of social entrepreneurship.
Institutional theory and entrepreneurship: Where are we now and where do we need to move in the future?	Bruton, Ahlstrom and Han-Lin (2010)	<ul style="list-style-type: none"> • Institutional theory has a significant role in entrepreneurship research. • The success of entrepreneurship can be studied through the institutional role in the establishment of enterprises and the response of economic and socio-cultural institutions. 	The institutional role in social entrepreneurship depends on the nature of the project activities.

Title of the study	Author(s) and year	Orientation	Summary
How opportunities develop in social entrepreneurship	Corner and Ho (2010)	<ul style="list-style-type: none"> • Social entrepreneurship is relatively new field. • The concepts of social entrepreneurship are very broad. • There are differences between social entrepreneurial activities and commercial enterprise activities. 	Social entrepreneurship is new field requiring further research to understand this field further. Social entrepreneurship activities are entirely different from those of commercial enterprises.
Conception of social enterprise and social entrepreneurship in Europe and the United States: Convergences and divergence.	Defourny and Nyssens (2010)	<ul style="list-style-type: none"> • Social entrepreneurship is perceived differently in the US than in Europe. • The differences in public perceptions are based on the cultural contexts. 	People's perceptions regarding social entrepreneurship are linked with social and cultural contexts. The available literature can be used for comparative analysis but, for proper understanding, research in local contexts is essential.
Social entrepreneurship: A critique and future directions	Dacin, Dacin and Tracey (2011)	<ul style="list-style-type: none"> • Social entrepreneurship has three major areas that are linked with each other: entrepreneurial studies; non-profit management; and social innovation. • Social entrepreneurship's appeal is growing among people who have awareness about their problems. • The role of institutions, especially government institutions, is vital to reduce social problems through social entrepreneurship. 	Social entrepreneurship is different from non-profit management. Social entrepreneurship includes profit-oriented goals along with social value creation or problem-solving (problem-solving is only one aspect of social entrepreneurship). Government institutions can play a major role in the development of social entrepreneurship.
The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria	Bacq and Janssen (2011)	<ul style="list-style-type: none"> • There is a lack of a unifying paradigm for the concepts of social entrepreneurship. • There is a transatlantic divide that is creating confusion in the use of the terminology. • There is a need for a universal terminology to meet the technical requirements of social entrepreneurship and its associated concepts. 	There is a need for a uniform set of definitions to make research more effective in social entrepreneurship.

Title of the study	Author(s) and year	Orientation	Summary
Resource mobilization in international social entrepreneurship: Bricolage as a mechanism of institutional transformation	Desa (2012)	<ul style="list-style-type: none"> • Social entrepreneurship is becoming part of institutional transformation in international spheres. • There is a debate in social entrepreneurship regarding the role of institutions as the cognitive institutional environment affects social entrepreneurship due to the regulatory and normative structures of the institutions. • The general perception is that social entrepreneurship is a mechanism-changing activity that challenges the institutional authorities. 	There are misperceptions about social entrepreneurship. Social entrepreneurship can play a supportive role for institutions and decrease the work burden of these institutions rather than challenging the institutional authority.
The motivation of social entrepreneurs: The roles, agendas and relations of altruistic economic actors	Christopoulos and Volg (2014)	<ul style="list-style-type: none"> • Economic motivations for social entrepreneurship are associated with individuals' personal gains. • The role of social entrepreneurship is altruistic. • There are close associations between four factors: social entrepreneurs' success; entrepreneurship; social relations; and motivation. 	People prefer to enhance their income; therefore, the economic benefits of social entrepreneurship are more attractive for the individuals. Social entrepreneurs (either individuals or institutions) play their role for a noble cause rather than for economic gain.
Connecting the dots for social value: A review on social networks and social entrepreneurship	Dufays and Huybrechts (2014)	<ul style="list-style-type: none"> • Social entrepreneurship has three levels: macro-level; meso-level; and micro-level. • Studying every level of social entrepreneurship can reveal new dimensions. • An analysis covering three levels can assist in the process of goal setting whereby the role of strategic management in social entrepreneurship can be planned to obtain better outcomes. 	There is a need to study social entrepreneurship further to understand the role of strategic management in the development of social entrepreneurship.
Social entrepreneurship – A perspective of the young Romanians	Zbucea, Almasan and Pinzaru (2016)	<ul style="list-style-type: none"> • Non-profit organizations are taking more interest in business strategies. • The aim of this interest is to formulate effective business strategies to achieve their social goals. 	Social entrepreneurship is different from social work. Government institutions can play a role as a strong stakeholder in social entrepreneurship initiatives.

Title of the study	Author(s) and year	Orientation	Summary
		<ul style="list-style-type: none"> • People’s general perception is that social entrepreneurship is a non-government organizational type of work in which government institutions are not stakeholders. 	
The role of emotional intelligence and self-efficacy on social entrepreneurial attitudes and social entrepreneurial intentions	Tiwari, Bhat and Tikoria (2017)	<ul style="list-style-type: none"> • Emotional intelligence is a positive contributor towards social entrepreneurship. • There is a positive relationship between people’s intentions towards social entrepreneurship and self-efficacy. • People’s behavior is extremely important in social entrepreneurship. 	The relationship of social entrepreneurship with management and psychological concepts needs more research to ensure clarity regarding the concepts.
Identifying cross-country key drivers of social entrepreneurial activity	Monge (2018)	<ul style="list-style-type: none"> • The drivers of social entrepreneurship are different in different countries. • Deprived people are more interested in taking part in social entrepreneurship activities. • People’s perceptions regarding the benefits of social entrepreneurship are different in different countries, but one common aspect is that people want immediate solutions to their problems. 	Social entrepreneurship is perceived differently in different countries. The results of the social entrepreneurship depend on the strategic management of entrepreneurial activities.
Cognitive determinants of social entrepreneurship: variations according to the degree of economic development	Nicolas, Rubio and Fernandez-Laviada (2018)	<ul style="list-style-type: none"> • Innovation is one of core areas in social entrepreneurship. • Resource mobilization in innovative ways can create employment opportunities for people. • There are many limitations for community members in initiating social entrepreneurship ventures independently, but they can do it in collaboration with government institutions. 	Social entrepreneurship offers innovative ways to reduce or solve social problems. Government-supported social entrepreneurship projects are likely to be sustainable and achieve better results compared to individual-led social entrepreneurship initiatives.

The ability to recognize new possibilities, to be on ball, and also to effectively use those possibilities are all aspects of entrepreneurship. Entrepreneurial activity is a state of mind wherein fresh ideas and creative thinking are presumed, risk-taking is encouraged, rejection is accepted, learning is stimulated, the created commodities, procedures, and team(s) are protected, and change is acknowledged as a source of new employment options. Taking chances, surviving and thriving in an unstable environment, seeking benefits and challenges, versatility, variation, being competitive in difficult circumstances, and ecological unity are all components of entrepreneurship development. The emphasis of entrepreneurship development is on possibilities, expectations, and gaps. In summary, entrepreneurship is based on the analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis). This is a systematic method of strategic management. Entrepreneurial leadership is based on coordinating resources and guiding individuals towards specific goals. This is a procedure wherein the industry's and the environmental circumstances are assessed and the system is centered on long-term expert knowledge goals. The strategic management of resources is also a part of strategic entrepreneurship. Strategic management is long-term-oriented and is predicated on the allocation of resources for long-term goals after the company's financial records, future problems, and threats have been assessed. In broad terms, strategic management is a corporation's response to environmental demands. Furthermore, it is the procedure for maximizing the value of the firm's specific human capital.

Further, from the perspective of "creativity" and "innovation," being creative in the modern environment is a requirement for businesses. To achieve and maintain an outstanding competitive edge in the market, entrepreneurial intention is required. In all fields, creativity refers to the generation of innovative thinking. Creative thinking is the root of all initiatives and the source of all technology development. In this context, community and self-determination are acknowledged as starting points for entrepreneurship. Creativity inspires

fresh concepts, which are then implemented. To put it another way, innovation is the development process through which creativity manifests itself as a recognizable, tangible, and solid outcome. As a consequence, businesses must consolidate their entrepreneurship and strategy with the intent of developing maximum wealth. Focusing on entrepreneurial and strategic thinking will guide companies towards the best way to achieve optimum wealth, expansion, or economic expansion.

2.18 Conclusion

The findings from the literature review show that social entrepreneurship is a sub-field of entrepreneurship. Social entrepreneurship has a value-creation orientation towards seeking opportunities. The core business of social entrepreneurship deals with basic human needs or decreasing social problems. Social entrepreneurship, however, is relatively new field and the concepts of social entrepreneurship remain very broad. There are also differences between social entrepreneurial activities and commercial enterprise activities. Within this domain, social enterprise and social innovation are two schools of thoughts. Social entrepreneurship is part of the social enterprise school of thought. The social enterprise school of thought deals with both entrepreneurship and social entrepreneurship. Social entrepreneurship has three major areas, which are interconnected: entrepreneurial studies; non-profit management; and social innovation. Interest in social entrepreneurship is growing among those people with awareness of their problems. The role of institutions, especially government institutions, is vital in reducing social problems through social entrepreneurship. Globally, social entrepreneurship is becoming part of institutional transformation. There remains, however, a lack of consensus regarding the role of institutions in social entrepreneurship as the cognitive institutional environment often inhibits social entrepreneurship due to the regulatory and normative structures of these institutions. The general perception regarding social

entrepreneurship is that it is a mechanism-changing activity that challenges the institutional authorities. Further, the drivers of social entrepreneurship are different in different countries. Notably, deprived people are more interested in taking part in social entrepreneurship activities. People's perceptions regarding the benefits of social entrepreneurship are different in different countries, but one common aspect is that people want immediate solutions to their problems. Innovation is also one of core areas in social entrepreneurship. Resource mobilization in innovation can create employment opportunities for people. Finally, there are many limitations for community members initiating social entrepreneurs independently, but they can achieve this in collaboration with government institutions.

Chapter 3. Research Methodology

3.1 Introduction

This chapter presents details of about the research methods and the methodology adopted by the researcher to complete this study. This chapter has several sub-sections based on the methods adopted and the actions undertaken for the four phases of the study, i.e. preparation, data collection, data analysis, and presentation/report writing. A description of the population and sample is also provided in this chapter.

3.2 Philosophical Research Paradigm

Following the composition of the research problem and the research questions, a researcher needs to define three main features: the ontological inquiry (the reality he/she wants to explore and know); the epistemological inquiry (the ontology or reality he/she wants to explore and how to reach it); and the methodological inquiry (the tools, instruments, methods, and procedures that make this inquiry possible). The term paradigm was first used by the US philosopher Thomas Kuhn in his book *The structure of scientific revolution*, in which he defined a research paradigm as “an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools” (Kuhn, 1962). It represents the philosophical view of the world. In academic research, Denzin and Lincoln (2017) argued that a research paradigm is used to describe a researcher’s “worldview, perspective, thinking, or school of thought or a set of shared beliefs that informs the meaning or interpretation of research data”. Additionally, Kivunja and Kuyini (2017) asserted that a research paradigm “reflects the researcher’s beliefs about the world that he/she lives in and wants to live in. It constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how s/he interprets and acts within that world. It is the lens through which

a researcher looks at the world. It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods that will be used and how the data will be analysed.” As a basic belief system and theoretical framework, a research paradigm includes understanding of four relevant areas, namely ontology, epistemology, methodology, and methods.

The research paradigm, simply put, refers to the theoretical or philosophical basis for a study. It is seen as a philosophy of research. The term paradigm is used in learning research to describe the worldview of a researcher. The research paradigm inherently reflects the researcher’s convictions regarding the world in which she/he lives and wants to live. It is these conceptual convictions and principles that shape the way a scientist sees the world and recognizes and acts within that world. In this context, Hughes (2020) stated that the “paradigm is seen to see the world in which investigators think and examine a topic”.

The research paradigm is also referred to as an integrated belief system and a world view that guides the researcher. In other words, the researcher’s philosophical position is also an aspect of the research; the researcher must state and justify how she/he see the realities and what his/her knowledge, methods, and value assumptions are. To clarify, the research paradigm expresses the position of the investigator on his/her research work in terms of ontology, epistemology, methodology, and axiology (Khatri, 2020).

3.3 Research Paradigm

3.3.1 What is a Research Paradigm?

The term “paradigm” in social research refers to philosophical assumptions or to the major set of convictions that guide activities and define a researcher’s worldview (Denzin and Lincoln, 2017). Thomas Kuhn introduced the word paradigm in relation to a community of experts’ common generalizations regarding kinds of reality and knowledge (Kuhn, 1962).

Worldview, as a synonym for a paradigm, is described as “a way to think and understand the complexities of the real world” (Patton, 2002). Further, “[p]aradigms are conceptual and practical tools, in additional words, they serve as heuristics in social research, to solve specific research problems” (Viviani, 2008). There is a different interpretation of axiology, ontology, epistemology, methodology, and research rhetoric in each paradigm. For example, one of the older methods for social research is post-positivism, which is often combined with quantitative methods and highly formal rhetoric focusing on accuracy, generalizability, consistency, and replicability. Post-positivist researchers consider research as a series of rationally connected steps and claim knowledge that is based on an objective, standardized, deductive rationale, as well as on control of the research practice(s).

Constructivism is normally linked to qualitative methods and literary and causal rhetoric, in which researchers rely on the views of the participants as far as possible and develop meanings concerning the occurrences. Constructivist research is therefore designed from the ground up, namely from individual viewpoints to general models and eventually to a wider understanding (Creswell and Clark, 2017).

Pragmatism is a “paradigm which claims to overcome the gap between the scientific method and the structuralist orientation of older approaches, the naturalist approaches, and free-wheeling” (Creswell and Poth, 2016). Pragmatism as a paradigm for research is based on the historical contributions to pragmatism’s philosophy (Maxcy, 2003). Researchers must use a philosophical and methodological approach that best serves as a research paradigm for the research problem being investigated.

As a research paradigm, pragmatism does not engage in disputed supernatural concepts such as reality and truth. Rather, it recognizes that there can be several or individual realities open to empirical investigation (Creswell and Clark, 2017). Although several paradigms or

worldviews form the basis of modern social science research, all of them are essentially philosophical, including participation frameworks or pragmatism (Lincoln et al., 2011). Axiology conceptions of the part of standards and morals in research, ontology, assumptions of real nature, and epistemology of how to know the world, the way we learn, the relationship between the knowledgeable and the known, the methodology, common knowledge, and rhetoric common knowledge of the language of science (Denzin and Lincoln, 2017).

3.3.2 The Importance of the Research Paradigm

Kivunja and Kuyini (2017) asserted that paradigms are important because they reveal beliefs and dictate what should be analyzed and how the results of the study should be interpreted by scholars of a particular discipline. The paradigm defines the philosophical orientation of a researcher and has considerable implications for any research decision, including the nature of reality, the types of knowledge, and methodological choice. All research must therefore be based on certain fundamental philosophical assumptions as to what “valid” research constitutes. Therefore, it is important to know what these assumptions are to conduct and evaluate any research.

3.3.3 Components of the Research Paradigm

Hughes (2020) indicated that there are four research-paradigm components: epistemology; ontology; methodology; and axiology. Ontology concerns the nature of reality, epistemology concerns the nature of knowledge and the relationship between knowledge and what is known, methodology concerns the appropriate approach for systematic investigation, and axiology concerns the nature of ethics (Mertens, 2010). Figure 3.1 provides a summary of the components of the research paradigm, and each of the components are described in more detail in the remainder of this sub-section.

Figure 3.1: Components of the research paradigm.



Source: Prepared by the author.

Ontology concerns the philosophical premises regarding the nature of reality or existence. It is also known as reality theory. Scotland (2012) stated that ontology is a philosophy of the beliefs we have regarding whether something is meaningful or real, or of the very nature or essence of the social phenomenon being examined. Ontology examines the existence and nature of a researcher's belief systems. It thus helps us to understand the shape and nature of reality.

In ontological research, the researcher asks questions such as:

- Is there reality in the social world, or is it a structure created by the mind?
- What is reality's nature?

- In other words, is the objective real or the result of personal knowledge?
- What is the nature of the situation?

Therefore, ontology is essential for a researcher as it helps in understanding what is known to be the world (Johnson and Onwuegbuzie, 2004). It also helps the investigator to orient his or her thinking concerning the research problem regarding epistemological and methodological beliefs to contribute a solution. Philosophical premises on the nature of reality are essential for understanding to make sense of the data collected. These theories and concepts or proposals help to guide thinking about the research problem, its importance, and how one can address it to help solve it (Kivunja and Kuyini, 2017).

Epistemology is another part of the research paradigm; it focuses on ways to acquire knowledge from various sources. It is also known as knowledge theory and philosophy; epistemology is the philosophy of knowledge, or how we learn. According to Cooksey and McDonald (2011), epistemology concerns what qualifies in the world as knowledge. In addition, it deals with the very basis of knowledge, including its nature and form, and ways in which it can be acquired and communicated. It focuses on the nature of human knowledge and understanding that can develop and extend the field of research.

Epistemological research attempts to answer questions such as:

- What is the nature of knowledge and how does it relate to the object under study?
- In making epistemological assumptions in research, does knowledge represent something to acquire, or does it have to be experienced personally (Lincoln et al., 2011)?
- How does the inquirer relate to me, and what is known?

These are important questions because they help researchers to place themselves in the research context to find out what is new, given what is already known (Kivunja and Kuyini, 2017). Epistemology is important since it is related to identifying knowledge, in the social context, that is going to be explored.

Another element of the study paradigm is axiology, which concerns the ethical questions to be addressed during research activities. The philosophical approach regarding valuable or right decisions is considered; it is thus also called value theory (Khatri, 2020). It involves the definition, assessment, and understanding of right and wrong behavior. It considers the values on which research results are based in relation to distinct aspects of the research, the respondents, the data, and the audience. Axiology concerns ethical questions that should be considered in planning a research proposal. It reflects the philosophical approach to valuable or correct decisions (Finnis, 2011). In other words, it requires the definition, evaluation, and understanding of the concepts of good and bad research behavior. It explores the value that researchers assign to the numerous aspects of their research, including the participants, the data, and the audience to which the results will be reported.

The questions addressed in axiological research concerning ethics or ethical behavior and include:

- What values will the research live through or will guide the research?
- What should be done to uphold the rights of all participants?
- What are the moral problems and features to be considered?
- What cultural, intercultural, and ethical questions arise, and how should researchers deal with them?
- How can participants' goodwill be secured?

- How should the research be conducted in a way that is socially fair, respectful, and peaceful?
- What issues (real, psychological, legal, social, or economic) should be considered to avoid or reduce risk and harm to participants (Kivunja and Kuyini, 2017).

Axiology concerns the best ethical behavior regarding ethical considerations for a research proposal by demonstrating an understanding of right or wrong behaviors when conducting research. This consideration is based on understanding that everyone has a dignity that must be respected and has a vital human right to choose, which the researcher must respect. Ethical considerations are implemented based on four principles that must be upheld during the discussions with participants and when collecting and analyzing the data (Kivunja and Kuyini, 2017):

- *Privacy*: Data protection is focused on the use and management of personal information, including policies to ensure the proper collection, sharing, and use of personal data. The protection of privacy and confidentiality helps protect participants from potential harm, e.g. psychological harm, social harm (e.g. job loss or financial damage), and criminal or civil liability (Kivunja and Kuyini, 2017).
- *Accuracy*: The concept of accuracy relates to those responsible for the data making reasonable efforts to ensure accuracy. It must be possible for people to question the accuracy of data and take steps to correct or erase data relating to the problem (Kivunja and Kuyini, 2017).
- *Property*: This principle concerns the possession of data and payment for data. It is also termed as fair trading fair and reasonable payment for the information exchange.

This principle also encompasses channel ownership, e.g. publications and media that distribute information (Kivunja and Kuyini, 2017).

- *Accessibility*: Accessibility describes the extent to which an environment, service, or product allows as many people as possible, especially people with disabilities, to have as much access as possible. Broader accessibility of data makes it possible for teams to pool and analyze data with greater confidence. The more data there is access to, the greater the statistical power to validate research findings and prevent data quality questions (Kivunja and Kuyini, 2017).

The final key component of the research paradigm is methodology. It discusses how aspects of the investigation process are addressed. The general concept used in well-planned research is a methodology that refers to the design, methods, approaches, and procedures of research: “Data collection, participants, tools, and analysis are all components in the broad arena of methodology” (Finnis, 2011). In short, the methodology expresses the reasoning and development of the systemic processes that are carried out in conducting a project to address a research problem. It includes assumptions, constraints, and their mitigation or minimization. It focuses on how we get to know or learn about a part of the world (Kivunja and Kuyini, 2017).

3.4 Research Methods

3.4.1 Defining Research Methods

The different processes, schemes, steps, and algorithms applied in the study are research methods. All the methods used by a researcher in a research study are called research methods. They are mainly scheduled and neutral in terms of science and value. These involve observations, theory, investigational studies, numerical systems, and statistical methods.

Research methods assist us in gathering samples and data and in finding solutions. Business

and scientific research methods in particular call for reasons based on the facts, dimensions, and opinions accumulated and not just assumptions or theories. It is therefore necessary to conduct tests to justify or substantiate any assumptions (Akterian, 2019).

The research method concerns all the methods used in research to address the given problem by a researcher. The techniques and procedures used in research are known as the research method during the study. The methods of conducting research, such as surveys, case studies, interviews, questionnaires, observation, etc., can be qualitative or quantitative. These are the approaches to data collection and research to achieve specific aims, such as theory testing or development. This includes all the instruments and behaviors, such as observing, collecting, and handling data, drawing inferences, making decisions, etc., used at different levels of research activity (Bhattacharjee, 2012). There are three methodological aspects that need to be covered in the context of research practices:

1. The data collection methods: when prevailing data are insufficient, such methods are utilized to reach the solution.
2. Data analysis processes, i.e. the identification of patterns and the relationship between data and unknowns.
3. The methods used to verify the accuracy of the obtained outcomes.

3.4.2 Research Methods in Social Science

Social science concerns the science of individuals or groups of people and their individual or collective conduct, encompassing groups, companies, associations, or economies. Social sciences can be classified as psychological (human behavior science), sociological (social group science), and economic disciplines (the science of firms, markets, and economies). Social research should take a scientific approach when required by the research problem (Bhattacharjee, 2012). Where the research concerns prediction or control (creating or

monitoring results, e.g. measuring the effectiveness of an educational intervention), a scientifically based hypothesis analysis is the only way to proceed and provide an explanation. Many social sciences focus on the explanation, prediction, and management of social and psychological phenomena. However, when research concerns an initial exploration or understanding of unknown social phenomena (first-person perspective), a scientific approach (sometimes called a positivist approach) is constraining and unsafe.

According to Kothari (2017), the different research methods in social sciences can be described as follows: descriptive vs analytical research; applied vs fundamental research; and quantitative vs qualitative research.

Regarding descriptive research vs analytical research, descriptive research includes surveys and findings of various types. Descriptive research mainly aims to describe the situation as it currently exists. It is common to use ex post facto research studies in social sciences and business research (Kothari, 2017). The main point is that research does not have any control over the variables; it only reports the events or the events. Descriptive research seeks to observe and document the phenomenon carefully. These observations must be guided by the scientific method (i.e. replicable, exact) and therefore this approach is more reliable for untrained persons than informal observations.

In descriptive studies, researchers attempt to measure items such as shopping frequency, people reference, or similar data, most of which are ex post facto studies. Ex post facto experiments also consist of researchers' attempts to identify causes even when variables cannot be controlled. In descriptive research, the method of research is an all-embracing method, including comparative and correlation techniques. In analytical research, the researcher must use statistics or information already accessible and evaluate these to make a crucial assessment of the information (Kothari, 2017).

Regarding applied research vs fundamental research, applied research aims to find a solution to an industrial/business organization's immediate issue(s). Human behavior research is an example of fundamental research to generalize human behavior, but research that aims to provide conclusions (such as, for example, solutions), when faced with a tangible community or corporate problem, is also an example of applied research. Fundamental research focuses primarily on generalization and the formulation of hypotheses. Knowledge collection is called pure or fundamental research for the sake of knowledge (Kothari, 2017).

Examples of applied research include research that identifies societal, financial, and political tendencies that may alter a specific organization, marketing research, and evaluation research. Therefore, the purpose of applied research is to find a solution to certain persistent real problems where the fundamental research focuses on finding information with a broad application base, thus focusing on integrating scientific knowledge into the already existing body of knowledge. Instances of fundamental research include research concerning natural or pure mathematical phenomena (Kothari, 2017).

Regarding quantitative research vs qualitative research, research based on quantitative measurement is called quantitative research. It relates to phenomena that can be expressed as quantities. Qualitative research is concerned, on the other hand, with quality- or nature-related phenomena. For example, if we are concerned with researching the motives for human behavior (i.e. why people think or do specific things), we often talk about research into motivation, which is a fundamental kind of qualitative research (Kothari, 2017).

Typically, positivism is associated with quantitative research methods, such as experiments and surveys (it has no explicit philosophy), while anti-positivism uses qualitative methods, such as non-structured interviews and participant observation (Bhattacharjee, 2012).

Qualitative and quantitative methods provide a different but complementary overview of what we observe. Unfortunately, since qualitative studies tend to assess the quality of things

by using words, images, and descriptions (mainly relying on computer software), many people mistakenly consider quantitative strategies to be more scientific than those used in qualitative research (Lune and Berg, 2017).

3.5 Deductive and Inductive Approaches

The deductive approach is when an already existing theory is used to develop a hypothesis. Clark and Creswell (2008) stated “that the deductive researcher works from the ‘top down’ to add or contradict the theory, from theory to hypothesis to data.” The researcher begins with a social theory in which they have confidence, and then tests its implications using data. The researcher moves from a more general to a more specific outlook. The researcher studies what others have done, examines the existing concepts, and then tests hypotheses that emerge from these theories.

A researcher begins to collect information that is relevant to his or her subject of interest in an inductive research approach. After collecting a significant quantity of the data, the researcher takes spends time obtaining an overview of these data. At this phase, the investigator is looking for data models that can explain the patterns. Clark and Creswell (2008) stated that “the inductive researcher is described as someone who works from ‘bottom-up’ to create broader themes and create the theory which interconnects the subjects”.

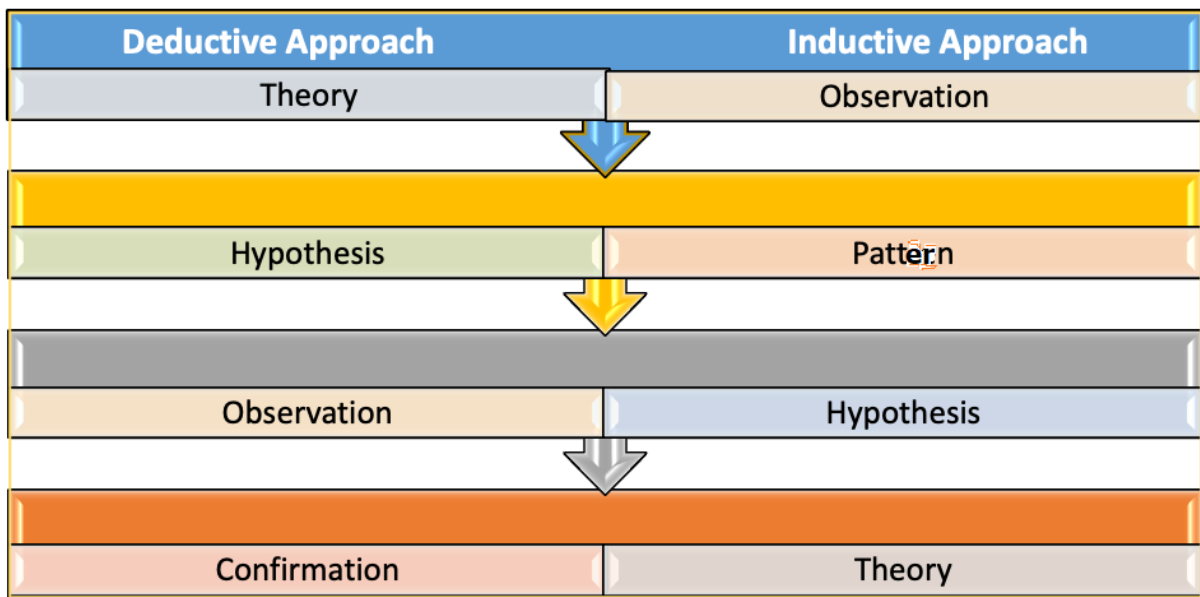
In contrast, an inductive approach involves seeking patterns through observation and subsequently developing theories based on these patterns, which is a more effective approach to generating new theories based on data. The main distinctions between inductive and deductive research approaches are as follows (Bhattacharjee, 2012):

1. A broad generalization from specific observations characterizes an inductive approach.

2. An inductive approach generates new knowledge, while a deductive approach does not since a theory already exists.
3. While they appear very different, they complement one another as, when undertaking research, it may be necessary for a researcher to use inductive and deductive approaches to reach the desired outcome.

Inductive methods are supported by qualitative research, while qualitative research usually supports the deductive approach. Many researchers begin with an inductive study (Akterian, 2019). A deductive survey is conducted to confirm or invalidate the conclusion of the inductive study. The methods may vary but the goals remain the same (Onwuegbuzie and Leech, 2005). The separation of the two paradigms may lead to a “one-dimensional knowledge of research.” The two primary analytical types typically used in research are quantitative (deductive) and qualitative (inductive). While researchers appear to have some disagreement about the best method for research and data collection, both practices are not mutually exclusive and often deal with the same subject using different approaches (Soiferman, 2010). A summary of the above discussions is provided in Figure 3.2.

Figure 3.2: Deductive and inductive research approaches.



Source: Onwuegbuzie and Leech (2005).

The development of the theory (inductive research) and findings based on the theory (deductive research) are both important to the advancement of science (Bhattacharjee, 2012). Deductive research approaches generally begin with a hypothesis based on a theory that guides data collection and analysis. Inductive research starts with a research question and collects empirical data to create theories and hypotheses (Soiferman, 2010). Therefore, the aim of the researcher leads to hypothetical concepts and models from observed data in inductive research. In deductive research, the aim is for the researcher to use new empirical data to test theoretically known concepts and patterns. Inductive research is thus also known as theory-building research, while deductive research is considered theoretical testing (Bhattacharjee, 2012).

3.6 Philosophical Basis

Research can be also classified according to quantitative and qualitative methods.

Quantitative research is used to “quantify attitudes, opinions, behaviors, and other defined

variables and generalize results from a larger sample population. It uses measurable data to formulate facts and uncover patterns in research” (Denzin and Lincoln, 2017). Quantitative data-collection methods include various forms of surveys, longitudinal studies, and systematic observations. Qualitative research, on the other hand, is primarily exploratory research used to “gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. It is also used to uncover trends in thought and opinions, and dive deeper into the problem” (Denzin and Lincoln, 2017). Qualitative data-collection methods include unstructured and semi-structured interviews and observations. The sample size of qualitative research is typically small, and generalization of the results is not the aim. Table 3.1 illustrates the differences between quantitative and qualitative research.

Table 3.1: Assumptions about quantitative and qualitative research.

Assumption	Questions	Quantitative	Qualitative
Ontological	▪ What is the nature of reality?	▪ Reality is objective and singular, apart from the researcher	▪ Reality is subjective and multiple as seen by participants in a study
Epistemological	▪ What is the relationship of the researcher to the researched?	▪ Researcher is independent from that being researched	▪ Researcher interacts with that being researched
Methodological	▪ What is the process of research?	<ul style="list-style-type: none"> ▪ Deductive process ▪ Cause and effect ▪ Static design categories isolated before study ▪ Context free ▪ Generalizations leading to prediction, explanation, and understanding 	<ul style="list-style-type: none"> ▪ Inductive process ▪ Mutual simultaneous shaping of factors ▪ Context bound ▪ Emerging design-categories identified during research process ▪ Patterns and theories

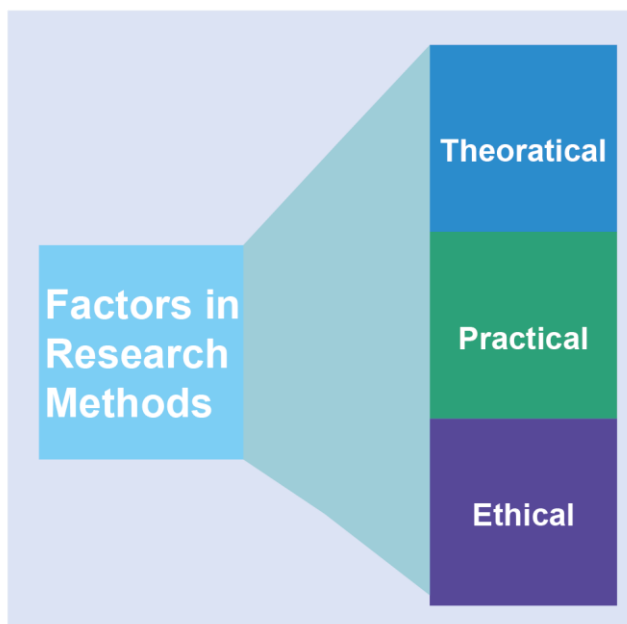
		<ul style="list-style-type: none"> ▪ Accurate and reliable through validity and reliability 	<ul style="list-style-type: none"> ▪ developed for understanding ▪ Accurate and reliable through verification
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Source: (Cooksey and McDonald, 2011)

3.7 Factors Affecting the Selection of the Research Method

Specific data-collection and -analysis procedures are research methods. The development of the research methods is part of research development. Different factors affect the selection of research methods, namely theoretical, practical, and ethical (Thompson, 2008), as shown in Figure 3.3.

Figure 3.3: Factors affecting the selection of research methods in social science.



Source: Thompson (2016).

3.7.1. Theoretical Research

Theoretical research is the logical study of assumptions and theories. This kind of study includes speculating on or identifying how a cyber system and its surroundings act, then

exploring or evaluating the implications (Edgar and Manz, 2017). The four theoretical factors involved are:

- *Positivism*: Positivists prefer to using reliable, generally representative methods of quantitative research (social surveys, structured questionnaires, and official statistics) (Thompson, 2008).
- *Interpretivism*: Interpretivism uses qualitative research methods (unstructured interviews or participant observations) and sacrifices reliability and representativeness to gain a deeper understanding that should be more valid (Thompson, 2008).
- *Validity*: Research is applicable if it gives a true image of what actually “exists” in the world. In general, the more thorough the research is, the more comprehensively we can understand people’s thoughts and feelings; the more valid the data are, and the more scholars let respondents speak for themselves, the more authentic the information obtained is (Thompson, 2008).
- *Reliability*: If research is reliable, it means that if someone else repeats the same research with a similar population, then similar outcomes should be achieved. Research must be easily repeatable to be reliable (Thompson, 2008). Self-administered questionnaires are extremely reliable because another researcher can easily re-administer the questionnaire.

3.7.2. Practical Research

The practical limits of the real world must apply to social research (Thompson, 2008). Social researchers must: plan, collect, analyze, and publicly publish their information; find funding from a source prepared to finance their research; publish the research within a realistic timeframe (otherwise, their data collection may be invalid because it is so out of date); and be

able to continue with their own lives while at the same time setting realistic boundaries.

These four aspects can be summarized as follows:

- *Time*: This type of research takes more time; in addition, it often requires more than secondary sources as part of the primary research. Time management, characterized as intentional actions for the efficient use of time to attain certain, objective-driven activities, is a skill needed to preserve scientific efficiency (Chase et al., 2012).
- *Resources/funding*: The more funds are available, the more in-depth the research can be. Many organizations, including charities and companies, finance sociological research, but the biggest funding provider by far is the state. In the past, quantitative research has been financed far more often than qualitative research (Thompson, 2008).
- *Opportunity and access to respondents*: Various research topics and certain types of respondents are harder to access. For example, it may be harder to access students in schools compared to teachers. Further, people engaged in unlawful activities may be less willing to engage in research and may not want to be investigated since what they are doing is not socially acceptable (Thompson, 2008).
- *Characteristics and skills of the researcher*: Family and work commitments can prevent researchers from doing long-term fieldwork, such as subject observation, and not every person can engage in long-term, empathic fieldwork with the emotional intelligence or resilience required. There are also research topics with certain personal characteristics that may best suit certain types of researchers (Thompson, 2008).

3.7.3 Ethical Research

Ethics concerns protecting people and communities and provides the capacity to enhance individuals' value in society. Social research is aimed at addressing social issues, such as

social segregation, and therefore aims to gather knowledge to make the world better.

Understanding, for example, the causes of poverty can help us to decrease poverty, while understanding how people become involved in corruption can help us to understand how this can be prevented. The actual research process entails “interfering” in people’s lives so that the lives of those involved can be harmed; hence, most studies follow the moral standards laid down by the British Sociological Association to minimize harm. Five ethical criteria are intended to inform sociological research (Thompson, 2008):

- Informed consent should be granted to respondents.
- The information provided by the respondents must be kept private (if they request it to remain confidential).
- The study should not include violations of the law.
- A study should not hurt respondents or anyone else who participates in the research process.
- Ultimately, research must aim to improve rather than harm society.

3.8 Research Methodologies

Research is the procedure of data collection and analysis to understand a phenomenon (Leedy and Ormrod, 2005). The research process is organized, with the objective defined, data managed, and results conveyed using existing guidelines, within established frameworks. Researchers are provided with frameworks and guidelines that show how to initiate research, how to conduct research, and what kind of inferences are likely to be made from the data collected.

Quantitative, qualitative, and mixed methods are three common approaches to conducting research; researchers anticipate the type of information necessary to answer the research questions. The researcher chooses one of the three methodologies mentioned above to

conduct research, based on this assessment. In general, researchers select a quantitative approach for responding to research issues that require numerical data, a qualitative methodology for questions of research that require textual data, and a mixed approach for questions of study that need numerical and textual data (Williams, 2007).

3.8.1 Quantitative Research Methodology

Quantitative research is carried out by researchers who need to measure data. Quantitative research has dominated “Western culture” as a means of establishing meaning and new knowledge. A numerical or statistical approach to a research model is a quantitative research method. According to Leedy and Ormrod (2005), quantitative studies are unique as they builds on existing concepts, while the quantitative study methodology maintains the notion of an empirical paradigm (Creswell and Clark, 2017). The study is autonomous from the researcher.

The relationships among variables contained within the study can be examined through quantitative investigation. Quantitative researchers are looking for explanations and forecasts to generate for other people and places. The objective is to build, confirm, validate, and generalize relationships that inform the quantitative hypothesis (Leedy and Ormrod, 2005).

Quantitative research begins with highlighting the problem and involves the creation of a hypothesis or hypotheses, a literature review, and quantitative data evaluation. Creswell and Poth (2016) stated that quantitative research utilizes research strategies, such as experimental and survey, to collect and gather data using pre-existing statistical instruments.

Leedy and Ormrod (2005) defined research methodology as “the overall approach taken by the researcher in bringing out the project.” Quantitative research includes data gathering to enable the quantification and statistical treatment of information to support or refute “alternative claims of knowledge” (Creswell and Clark, 2017). As a methodology of data

analysis, the researcher uses mathematical models. The research design, testing and measurement methods, and statistical analysis are the historic developments related to quantitative research.

The data collection process also involves quantitative investigations, which are usually numerical and tend to use statistical models for the data analysis methodology. Furthermore, the researcher uses the method of inquiry to ensure orientation with the collection of statistical data. Quantitative research has two wide classifications: descriptive experimental research; and causal-comparative research (Leedy and Ormrod, 2005). The descriptive approach to research is a fundamental method of research that analyzes the situation as it currently exists. Descriptive research involves the identification or analysis of the correlations between two or more phenomena based on observation.

Researchers examine the treatment of an intervention in the study group during experimental research and then measure the treatment outcomes. There are three different types of exploration: pre-experimental; true experimental; and near-experimental (Leedy and Ormrod, 2005). The pre-experimental design includes a non-variant or non-randomly selected independent variable. The true experimental model involves a general method for the collection of quantitative statistics incorporating statistical models and tests. The near-experimental design includes a non-casual selection of study participants. Influence is therefore limited, and genuine experiments are not possible. The validity can be sacrificed because the variable cannot be controlled.

In causal-comparative research, researchers analyze the impact of the independent variables on the dependent variables and the relationships between variables and their causes and effects. The design of the factors is focused on double or additional categories compared via independent variables (Vogt and Johnson, 2011). Researchers can study the interconnections

among independent variables and their impact on dependent variables utilizing comparative causative research. Several quantitative research methods exist (Queiros et al., 2017).

Correlation, development, experimental studies, and survey research are used in descriptive research methods. These methods of research can also be used with experimental and causal-comparative research at different levels.

3.8.1.1 Methods

According to Queiros et al. (2017), there are five methods of quantitative research: field experiments; simulation; surveys; correlation studies; and multivariate analyses.

Field experiments are conducted in the authentic situation of real life. One or more variables for the testing of the effect are isolated and analyzed. This makes the research more “natural” but many other variables may need to be considered. In sociology and applied sciences, such as bioengineering and medicine, this approach is also common. Compared to laboratory experiments, field experiments have significant strengths. Instead of an artificial laboratory, they use a natural environment. They are appropriate for observing large groups of people that are more representative in general. On the other hand, controlling the variables is harder and thus it is extremely challenging to replicate the same conditions (Queiros et al., 2017). Furthermore, unanticipated actions can be introduced that can adversely affect individuals and participants since it is hard to regulate the environment.

Simulation involves the use of certain statistical techniques (using computer software) that allow almost every type of operation or process in the real world to be imitated. It thus represents the conduct of real systems by using models (Queiros et al., 2017). Simulation can be used to explain behavior, build theories and assumptions that consider observations, and create models to forecast future behavior. If a statistical model is novel, simulation is an appropriate way to evaluate complex and important practical problems.

Surveys are a research technique that enables data to be collected directly by a researcher through several questions in a specific order. It is one of the most frequently applied quantitative technologies, since the formulation of questions, reflecting the opinions, perception, and conduct of a group of individuals, provides information on a certain phenomenon. There are several advantages to surveys. The high representativity and the minimal cost of this method in comparison with other methods are two of the most important advantages (Queiros et al., 2017). On the other hand, is extremely important to ensure the reliability of survey data, based on the survey's structure and the accuracy of respondents' responses.

Correlation studies are essentially an empirical method to decide whether two or more variables are related. Variables are not manipulated; only the extent to which the variables are related is investigated. Two features highlighted by a correlation study are the intensity and path of the relationship. Regarding the correlation coefficient, observational data can easily be quantified. At the same time, a large range of information can be collected from many areas at once and the interrelationships between these variables can also be studied (Queiros et al., 2017). Nevertheless, correlation does not show cause, as a third variable can explain a connection between among two variables.

Multivariate analysis consists of a series of methods that can be employed if the individual or subject of one or more samples is measured in several different ways. The typically applied methods include a wide range of descriptive and inferential statistics. These techniques can be used in a wide range of situations, including market studies, process optimization, and quality control. Multivariate analysis enables researchers to examine the links between variables using the best procedures for each situation. To align with the environmental characteristics under examination, the statistical process used should be adapted. These

methods, however, are usually complex and require the use of highly cost-intensive specific statistical software (Queiros et al., 2017).

3.8.1.2 Pros and Cons of Quantitative Research Methodology

The pros and cons of different methods of quantitative research methodology are presented in Table 3.2.

Table 3.2: Pros and cons of quantitative research methodology.

Method	Pros	Cons
Field experiment	<ul style="list-style-type: none"> ○ Works in a natural environment ○ Research on a larger scale ○ The observations of the experiments do not influence the subjects 	<ul style="list-style-type: none"> ○ Variables are hard to control ○ Hard to replicate the same study conditions ○ There may be ethical problems
Simulation	<ul style="list-style-type: none"> ○ Used to investigate complex systems ○ Compress a period that makes it possible to study the system's behavior more quickly 	<ul style="list-style-type: none"> ○ Model building requires profound field knowledge ○ Expensive and time-consuming. ○ Can require specialized tools for equipment and software
Survey	<ul style="list-style-type: none"> ○ Less development time. ○ Cost-effective ○ Simple data collection and statistical analysis ○ Can reach a high public ○ High-level representativeness ○ Non effective by the researcher's subjectivity 	<ul style="list-style-type: none"> ○ Data reliability depends greatly on the quality of responses and the structure of the survey ○ Structural rigidity ○ Do not capture respondents emotions, behavior, and emotional changes
Correlation study	<ul style="list-style-type: none"> ○ A lot of information and various fields can be explored ○ The associate degree can be easily 	<ul style="list-style-type: none"> ○ There can be no direct cause and effect ○ There may be no validity outside

Method	Pros	Cons
	<ul style="list-style-type: none"> ○ calculated between two variables ○ No behavioral manipulation is necessary 	<ul style="list-style-type: none"> ○ Does not give a conclusive reason that two variables are correlated
Multivariate analysis	<ul style="list-style-type: none"> ○ Various statistical tests and techniques are available ○ There is plenty of information and various areas to examine ○ Process technical consistency 	<ul style="list-style-type: none"> ○ The complicated techniques used ○ The use of specialist statistical software is required

Source: Queiros et al. (2017).

3.8.2 Qualitative Research Methodology

Qualitative research is an all-around discovery approach. Qualitative research is also referred to as a development model in a natural environment that allows the researcher to understand several aspects based on a high level of involvement in real experience (Creswell and Poth, 2016). Qualitative research can be considered as understanding a social phenomenon from the viewpoint of the participants. The research approach is framed through the use of various types of research strategies using qualitative research techniques.

Qualitative study means that the data collected are described, explained, and interpreted deliberately. Leedy and Ormrod (2005) argued that, because of the formulation of new theories, qualitative research is less structured in terms of description. Qualitative research is also portrayed as an effective model in a natural environment that allows the researcher to develop a level of detail by participating in the actual experiences. In a post-structuralist paradigm, qualitative research is preferred. The field of qualitative research comprises five areas: case research; ethnography study; phenomenology; theoretical study; and content

analysis. These five fields represent research based on inductive thinking and associated methodologies (Leedy and Ormrod, 2005).

Qualitative research is founded on inductive rather than deductive thinking. Researchers are trying to explain phenomena through observational elements. The strong relationship between the viewer and the data is a significant difference from quantitative research, in which the investigator is completely disassociated from the phenomena being examined. There is no moment of truth or any beliefs that the researcher can proceed from (Leedy and Ormrod, 2005). The empirical investigation is based on data collected from senses and used in new and emerging concepts to explain phenomena relevant to social behaviors. Notable differences can also be identified in each of the respective research methods in addition to the unique differences between quantitative and qualitative designs.

3.8.2.1 Methods

Leedy and Ormrod (2005) suggested five qualitative research methods: case study; ethnographic; grounded theory; content analysis; and phenomenological. Creswell and Clark (2017) described how different requirements for these methods can be met. Case studies and theoretical investigations, for example, explore procedures, activities, and events, while ethnographic research examines the broad actions of individuals and groups. Case and phenomenological studies can be utilized for individual studies.

Creswell and Clark (2017) defined case studies as in-depth research of a program, event, procedure, or one or more persons. Leedy and Ormrod (2005) further defined the timeframe for a case study. The case study can be a brief case that is limited by time and place. Leedy and Ormrod (2001) offered numerous examples from various disciplinary fields, including rare disease (event) medical research and politics movements related to presidential campaigns. Leedy and Ormrod (2001) stated that case studies try to discover more about

situations about which little is known. The case study structure must address the issue, the perspective, and lessons learned. The data gathering for a case study is broad and involves several sources, e.g. direct or participatory observations, interviews, archival records, or documents. The researcher must interact on the spot with the study subjects. The final report should contain lessons learned or models that relate to theories.

Ethnography is different from a case study. A case study studies an individual, program, or occasion, while ethnography studies a whole group sharing a common philosophy (Leedy and Ormrod, 2005). Creswell and Poth (2016) identified ethnography as a type of study in which researchers primarily collect observational data and study an integral social group in natural conditions over an extended period. The focus is on daily conduct to identify standards, principles, social structures, and other factors. In ethnographic studies, there is usually an attempt to understand changes in group culture over time. Consequently, the results can only be generalized to other topics or theories.

Researchers must become immersed in the participant's daily lives to see their behavior and then understand the culture, social group, and systems (Creswell and Poth, 2016). The first step in the process of ethnography is to access a site. Second, researchers need to determine relationships and build trust with the participants. Third, researchers begin by interacting with everyone using a large network approach to identify key cultural informants (Leedy and Ormrod, 2005). The data are collected from the observations of participants and numerous key informants.

Regarding grounded theory, Creswell and Clark (2017) defined this as researchers trying to develop a broad, conceptual theory of a method, action, or interaction based on the opinions of study participants. Leedy and Ormrod (2005) also clarified that the basic investigation of theory begins with information, which becomes a theory. The theme studied provides the

perspective of the approach, while the study itself requires that the theory emerges not from the research literature but from statistics collected in the field. The basic theory has primarily been used in sociology because it examines the actions and interactions of people. The processes of data collection, data analysis, and repeating the research (called a constant comparative method) represent the foundation of theoretical research. The data may be taken from numerous sources, such as participant interviews or witnesses, videotapes or recordings, or on-site observations. Creswell and Clark (2017) asserted the standard format for analyzing data in theoretical research involves open coding, axial coding, selective coding, and the development of theory. A grounded theoretical report also includes five aspects: the description of the question of research; the literature review; the methodology description; the analysis of the data; and the discussion of the findings (Leedy and Ormrod, 2005).

The aim of a phenomenological study is “to know the participant’s experience” (Leedy and Ormrod, 2005). Participants’ perceptions of the event or situation are obtained and the study attempts to fully understand the issue. Creswell and Poth (2016) stated that the essence of this type of study is to find the core meaning of the knowledge and to stress consciousness intentions, with experiences including both the outer appearance and inner awareness based on memory, image, and meaning. The phenomenological study method is similar to theoretical studies because interviews are carried out.

To recognize and interpret participants’ understanding of the importance of an event, the collection method requires long (one- or two-hour) interviews. Creswell and Poth’s (2016) procedural format proposes that research questions should be formulated to discover the meaning of the experience, interviews should be conducted, data should be analyzed to identify meaning groups, and a conclusion should be provided that helps readers understand the essence of the experience. This type of study collects data that lead to common themes in the perception of people’s experiences.

Content analysis is defined as “a detailed and systematic review of the contents of a particular body of material for the identification of designs, issues or distinctions” (Leedy and Ormrod, 2005). To identify patterns, topics, or biases, content analysis reviews forms of human communication, including books, press, and movies. The method is designed to identify features in human communication from the content. The investigator explores words, visual, behavioral patterns, themes, or distortions.

The practical process for content analysis aims to achieve the best possible empirical analysis and involves determining the group of materials to be examined and identifying the characteristics or qualities to be analyzed (Leedy and Ormrod, 2005). It involves a two-stage process of collecting data. First, as all features or qualities are found, the researcher should analyze and place the materials in an occurrence table. Second, statistical analysis must be performed by the researcher to report the results in a quantitative format.

3.8.2.2 Pros and Cons of Qualitative Research Methodology

The pros and cons of different types of qualitative research methodology are presented in Table 3.3.

Table 3.3: Pros and cons of qualitative research methodology.

Method	Pros	Cons
Observation	<ul style="list-style-type: none"> ○ Collects data at the same time as the event ○ Observations are not dependent on answers to specific questions ○ Flexible and knowledge-oriented 	<ul style="list-style-type: none"> ○ It takes a lot of time ○ Depends on the impartiality of the observer ○ Significant preparation is required ○ Easy to gather data in real time

Method	Pros	Cons
Ethnography	<ul style="list-style-type: none"> ○ Based on observations and interviews with the individuals concerned ○ Provides detailed results ○ Appropriate for exploring new lines of study (Rahman, 2020) 	<ul style="list-style-type: none"> ○ It takes a lot of time ○ Hard to reach precise conclusions ○ Researchers must have a thorough understanding of the problem area
Case study	<ul style="list-style-type: none"> ○ Provides detailed personal information ○ Provides an innovative opportunity to change current theoretical assumptions ○ Can be complementary or an alternative to focus groups 	<ul style="list-style-type: none"> ○ Connections between f cause and effect are difficult to establish ○ Difficult to generalize from a few case studies ○ Ethical questions may arise, particularly concerning confidentiality ○ A case study that fits all subjects is difficult to create
Structured interviews	<ul style="list-style-type: none"> ○ Structured and simple to compare answers from respondents ○ A large sample can be achieved ○ Reproduction is easy 	<ul style="list-style-type: none"> ○ Formal and inflexible ○ Low flexibility to choose answers ○ Hard to get detailed information ○ Interview preparation can take time
Field research	<ul style="list-style-type: none"> ○ Suitable for detailed information ○ Enhances the social context's role and relevance 	<ul style="list-style-type: none"> ○ Data from a huge number of individuals or groups are difficult to obtain and generalize ○ Depends on the impartiality of the observer ○ Documenting observations can be difficult

Source: Queiros et al. (2017).

3.8.3 Mixed-Method Research

Mixed-method research emerged in the late 1900s (Teddle and Tashakkori, 2009). Johnson and Onwuegbuzie (2004) asserted that a mixed research approach provides a solution to researchers' belief that quantitative and qualitative research methodologies are incompatible with one another, and therefore cannot and should not be mixed with their related approaches. Instead, in a particular research study, researchers can use a combined methodological research approaches to collect or analyze data using both quantitative and qualitative research methodologies.

In other words, not only numerical information (usual in quantitative research) but also narrative data (usual in qualitative research) can be used to address the research question(s) defined in a particular study. For instance, researchers may combine a questionnaire containing closed questions (to collect numerical or quantitative data) and open interview questions (to collect narratives or qualitative data). Mixed-method research uses both quantitative and qualitative approaches simultaneously because both these approaches can be valuable and important (Johnson and Onwuegbuzie, 2004). The objective of scholars using mixed methodologies is to draw on strengths, and minimize the flaws, of quantitative and qualitative studies.

The strengths and weaknesses associated with different approaches to research are not fundamental of course, but rather the context and the way the investigators aspire to deal with the studied phenomenon. For example, the researcher may select a small but informative sample, which is typical of qualitative research and intended to provide a detailed insight into a phenomenon. Subsequently, to measure the results in a way that is standard in quantitative research, researchers could use inferential statistics (Johnson and Onwuegbuzie, 2004).

Researchers are now competent in testing and developing theories based on the ability to create research studies combining data collection or analytic approaches based on both quantitative and qualitative research. Similarly, researchers can also use deductive and inductive testing. This combined research methods approach enables researchers to construct a single research study that answers questions both about the complicated nature of, and the relation between, measurable variables of the phenomenon.

The advocates of mixed-method research focus on what works in terms of research requirements for studying, predicting, investigating, explaining, and understanding a phenomenon (Mingers, 2001). This means that pragmatic assumptions govern the claims about knowledge concerning the mixed-method approach to research. Complex research issues that might benefit from these combined methods systemically incorporate quantitative and qualitative approaches. One of the main strengths is that it enables researchers to use the best method to answer the questions raised by the research. In the last two decades, such an integrated approach has become more widespread (Mingers, 2001).

3.8.3.1 Pros and Cons of Mixed-Method Research

The pros and cons of the mixed-method research are provided in Table 3.4.

Table 3.4: Pros and cons of mixed-method research.

Pros	Cons
○ Enhances the validity of findings	○ More complex explanation required
○ Increase the ability to control one set of data	○ Datasets can become extremely large
○ More focused on questionnaires	○ Inequal datasets
○ More detailed information	○ Increased work and research costs

Source: Prepared by the researcher based on Teddlie and Tashakkori (2011).

3.9 Research Methodology Adopted

The researcher adopted a qualitative research methodology for this study and selected three types of methods for primary data collection, namely semi-structured interviews, in-depth interviews, and case studies. Before highlighting the details of the primary data and collection methods, the types of data consulted by the researcher for this study are described below.

3.9.1 Types of Data

The researcher consulted both primary data and secondary data for this research. Secondary data collection was performed through an online search of published articles and reports on social entrepreneurship. The researcher subsequently designed an interview guide (see Appendix A) for the collection of primary data from sample participants.

Regarding the secondary data, the researcher used three search engines to find relevant published material on the topic: Google Scholar, Google, and WorldCat. The research also used Google Books to find published material related to the topic. Google Scholar and WorldCat were the most effective search engines in this context. The researcher reviewed the articles downloaded and shortlisted the most relevant publications for the literature review.

The search of secondary data was undertaken through the use of keywords. Most of secondary data was identified using keywords such as social entrepreneurship, strategic management, social entrepreneurship, and social entrepreneurship as part of strategic management, strategic management for social entrepreneurship, and social entrepreneurship in the UAE. The researcher used keywords with different orders to perform the search. The aim was to find the maximum number of publications relevant to the topic of study or to the research questions.

Regarding the primary data, the researcher collected these through interviews with people working in different organizations on social-entrepreneurship-related projects in the UAE.

The primary data collection was completed in three phases. In first phase, the researcher conducted interviews with 269 participants, using a semi-structured interview guide. In the second phase, the researcher conducted in-depth interviews with 15 participants working in key positions in departments and organizations taking part in social entrepreneurship initiatives in the country. Finally, the researcher included three case studies in this research. The interviews in the first phase were semi-structured and were conducted with 269 participants. For the in-depth interviews and case studies, information was collected in face-to-face settings with the researcher asking questions to obtain answers. The researcher used an interview guide as an outline for the interviews and added probing questions where it was necessary to obtain more details.

3.9.2 Pilot Research

Pilot research refers to testing the data collection tools before collecting the actual primary data for a study. This is also conducted to understand the challenges related to primary data collection for a study. This explains why pilot research is also known as feasibility research (Tickle-Degnen, 2013). It is a rehearsal activity for researchers which give provision for testing the approach of the study using a small sample (Edelstein and Herbold, 2009). This sample is called the test participants. The main objectives of pilot research include testing the data collection tools to make sure the order of the questions is appropriate and will not create difficulty for the participants in answering the questions. It also includes testing the approach of the research to make sure that the selected approach is in line with the nature of the study and is effective in answering the research questions and achieving the objectives. This also helps researchers to understand the challenges associated with the data collection processes (Janghorban et al., 2014). The procedures of a pilot study are similar to the standard practices of primary data collection for a study. The researchers rehearse the procedures and steps for primary data collection.

The researcher conducted a pilot research for the present study. The pilot research was conducted using a qualitative research approach. The researcher selected a set of open-ended questions and shared it with the research supervisor before initiating the pilot research activities. A sample of four participants was used for the pilot research. The researcher interacted with the potential participants and informed them about the topic and objectives through a participant information sheet (see Appendix B). The participants were informed that they were free to choose whether to participate in the study or not and could choose to cease participation at any time without any further obligations. The researcher obtained written consent from those who they confirmed their participation (see Appendix C). The researcher obtained permission from the participants for the audio recording of the interviews. The researcher then coordinated with the participants for a time and venue for the interviews. The researcher conducted interviews with participants using a set of open-ended questions. These questions were used as broad areas for discussion and the researcher asked further probing questions as required to obtain further information. Participants' responses were recorded in the form of notes taken by the researcher as well as voice recording of the interviews. All interviews were conducted following the research ethics defined by the university and international standards for the primary data collection from human participants (see Appendix D). The researcher, for instance, followed cultural norms for the interaction between people as well as local customs for greeting guests. The researcher spent the first few minutes in general chit-chat in line with the cultural norm in the country. The researcher then started the interviews with the permission of the participants. Even though the participants had confirmed their participation, the researcher repeated that they were free to not answer any particular question if they do not want to. Similarly, the researcher informed them that they could pause interview at any time and that they had the right to discontinue the interview without disclosing reasons at any time (Salkind, 2010).

The collected data were then analyzed by the researcher using Microsoft Excel spreadsheets. The results were arranged in a formal report. The process of the pilot research was helpful for the researcher in terms of learning more about the situations in which the primary data were expected to be collected. The researcher made a few changes to the interview guide questions in the light of pilot testing. The updated interview guide was used for the collection of primary data for this study.

3.9.3 Taking the Lead in the Study Process

The researcher was aware that research projects need a leadership role to be taken by the researcher(s). A researcher is responsible for taking the leading role in the processes of a research project in order to complete the research project within the given amount of time and resources. The leadership skills of a researcher are key to the sensible use of available resources and time. A researcher's time-management skills enable taking the lead in a research project and completing it within the available time. A research project needs the researcher to have a leadership role because a research project has different stakeholders as well as sources of information/data. Therefore, a researcher is responsible for the planning of research projects, sample selection, designing data collection tools, and primary data collection from the participants of a research project. A research project has certain stages, and each stage requires the researcher to assume a leadership role. In research projects of big organizations where more than one researcher is deployed, the organization defines the leadership role of one researcher and assigns him/her the task of leading the other researchers and taking the lead for the research project activities.

Leading people, facing challenges, keeping people motivated, and making the right decisions at the right time are vital skills for a researcher in order to complete a research project.

Researchers with leadership skills are likely to produce reliable and genuine results in a

research project (Cansoy, 2017). A researcher's leadership skills give him/her an advantage in solving problems and reducing personal and other biases in the research project. A skillful researcher focuses on the outcomes of a research project and makes sure that all available information sources have been utilized to produce a research report. This involves the leadership skills of a researcher in relation to taking the lead for the research activities, motivating stakeholders to provide information related to the research topic, leading people participating in the research, analyzing the collected information using appropriate data analysis tools, and sharing the results of the research project with stakeholders.

Decisions made by leaders depend on their leadership style and the leadership models implemented by their organization. The personality and behavior of leaders affect people's performance. For instance, in a research project, a researcher has to adopt socially and culturally appropriate behavior to obtain access to information. Ethical considerations and the use of ethical approaches in research projects enable a researcher to complete the project with professional honesty. Based on the understanding of the researcher regarding leading role required to complete this study, all efforts were made by the researcher to meet the objectives of this study. The researcher maintained regular interaction with the research participants to make sure they had clarity regarding the objectives. The researcher kept up regular communication with the participants to make sure they could get answers to their questions (if applicable). Leading a research project was a value-added learning for the researcher in this study.

3.9.4 Ethics of the Study

The researcher is aware of the ethical considerations and rights of the participants. An Ethical Approval Form (PG2 E1) (see Appendix D) was submitted to and accepted by the university, and a written consent form was prepared for participants by the researcher (see Appendix C).

This consent form was shared with the participants, explaining the purpose of the study along with a brief description of the rights of the participants. The researcher also explained the details of study to the participants in person as part of the obligation to share such information with the participants. This was also helpful for the researcher in rapport building before the interview. Subsequently, the researcher requested that every participant confirm their willingness (or not) to participate in this study. If the participant was willing to participate, the researcher requested the participant to sign the consent form. The researcher also asked the participants if they had any questions before the interview. At the end of every interview, the researcher formally thanked the participants. Moreover, the researcher followed all social ethics during communication with the participants. The participants were also informed that they had the right to withdraw their responses within one month of the interviews taking place.

3.10 Data Analysis

The final stage of the primary data collection was data analysis. As the researcher collected data from different sources of primary data, the data analysis was also performed using different methods. Data collected from the interviews were arranged in spreadsheets and then coding was performed by the researcher as the answers of the participants were based on short statements. Thus, the responses were categorized according to the codes defined by the researcher from the data collected through interviews. In the next stage, the researcher entered these data into SPSS to generate frequency tables. A second dataset was based on the detailed descriptions by the participants; thus, the researcher conducted thematic analysis for this dataset. The data were arranged in thematic areas by using spreadsheets and the results were provided in a descriptive format. The cases studies were also described in a descriptive format, whereby the researcher presented three key points for each case study, namely an

introduction to the organization, the major work of the organization, and contributions in the context of social entrepreneurship.

3.11 Conclusion

The term paradigm is used in learning research to describe the worldview of a researcher. The research paradigm refers to the theoretical or philosophical basis for the study. It is seen as a philosophy of research. It is also called an integrated belief system or a worldview that guides the researcher. The paradigm defines the philosophical orientation of a researcher and has considerable implications for any research decision, including the nature of reality, the types of knowledge, and methodological choices. The components of the research paradigm consist of ontology, epistemology, methodology, and axiology. The research method concerns all the methods used in research to address the given problem by a researcher. The techniques and procedures used in research are known as the research method. Specific data collection and analysis procedures are research methods. The researcher adopted a qualitative research methodology for this study and selected three types of methods for primary data collection, namely semi-structured interviews, in-depth interviews, and case studies. The primary data collection was completed in three different phases. In first phase, the researcher conducted interviews with 269 participants using a semi-structured interview guide. In the second phase, the researcher conducted in-depth interviews with 15 participants working in key positions in departments and organizations undertaking social entrepreneurship initiatives in the country. Furthermore, the researcher included three case studies in this research. As the researcher collected data from different sources of primary data, the data analysis was also performed using different methods. Data collected from the interviews were arranged in spreadsheets and then coding was performed by the researcher as the answers of the participants were based on short statements. The second dataset was based on the detailed descriptions by the

participants; thus, the researcher conducted thematic analysis for this dataset. The cases studies were also described in a descriptive format, whereby the researcher presented three key points for each case study, namely an introduction to the organization, the major work of the organization, and contributions in the context of social entrepreneurship.

Chapter 4. Results and Discussion

4.1 Introduction

This chapter presents and discusses the study findings. The findings of this study are presented in three different sub-sections of this chapter. In Section 4.2, the findings from the interviews, presented in the form of tables and charts, are presented and discussed. In Section 4.3, the findings from in-depth interviews are described, in descriptive format, and the key statements are presented in tabular format. In Section 4.4, the case studies are described in descriptive format.

4.2 Findings from the Interviews

The interviews were based on the semi-structured interview guide. The interviews both gathered demographic and subject-specific data.

Table 4.1 shows the distribution of participants according to their role in the organization. The majority of participants were either Project Managers or Supervisors (33.8% and 31.2%, respectively), followed by Associate Managers (17.5%), Executive Directors (14.9%), and Chief Executive Officers (2.6%).

Table 4.1: Frequency distribution of participants according to their position in the organization.

Position	Frequency	Percent
Chief Executive Officer (CEO)	7	2.6
Executive Director	40	14.9
Associate Manager	47	17.5
Project Manager	84	31.2
Supervisor	91	33.8
Total	269	100.0

Source: Primary data.

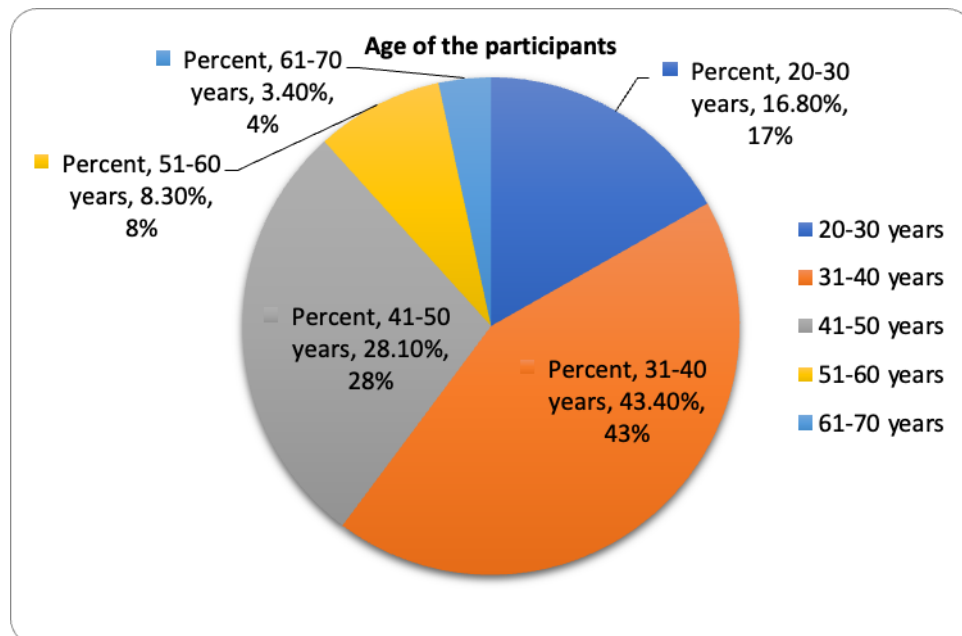
According to interview data, the lower age limit for the participants was 22 years while upper age limit was 69 years. Thus, the researcher created five age groups starting from 20 years and ending at 70 years. Table 4.2 and Figure 4.1 show the distribution of the participants according to their age. Most participants were in the 31–40 or 41–50 age range (43.4% and 28.1%, respectively), followed by 20–30 (16.8%), 51–60 (8.3%), and 61–70 (3.4%).

Table 4.2: Frequency distribution of the participants according to their age.

Age of the participant (years)	Frequency	Percent
20–30	45	16.8
31–40	117	43.4
41–50	76	28.1
51–60	22	8.3
61–70	9	3.4
Total	269	100

Source: Primary data.

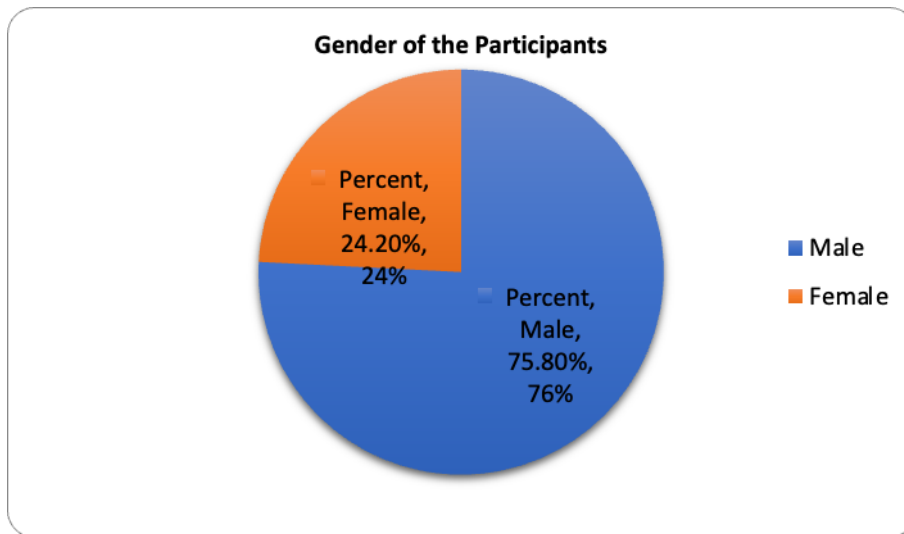
Figure 4.1: Frequency distribution of the participants according to their age.



Source: Primary data.

Figure 4.2 illustrates the gender distribution of participants. The majority (75.8%) were male. This highlights the participation of female officers working in different organizations in this study as well as the representation of females in the organizations, especially in key positions, although their representation is still lower than that of males.

Figure 4.2: Frequency distribution of the participants according to their gender.



Source: Primary data.

Regarding distribution by nationality, Table 4.3 shows that 43.9% of participants were citizens of the UAE, followed by 10.4% from Jordan, 6.3% from Palestine, 4.8% from Egypt, 4.5% from the UK, and 3.7% from Lebanon. A total of 26.4% were from other nationalities., including Algeria, Australia, Austria, Brazil, Canada, France, Germany, India, Ireland, Italy, Libya, Malaysia, Morocco, New Zealand, Oman, Pakistan, Philippines, Portugal, Saudi Arabia, Somalia, Sudan, Syria, Ukraine, the USA, and Yemen. These findings show that there is diversity in the workplace in the organizations working on social entrepreneurship in the UAE.

Table 4.3: Frequency distribution of the participants according to their nationality.

Nationality	Frequency	Percent
United Arab Emirates (UAE)	118	43.9
United Kingdom (UK)	12	4.5
Lebanon	10	3.7
Egypt	13	4.8
Palestine	17	6.3
Jordan	28	10.4
Other nationalities	71	26.4
Total	269	100.0

Source: Primary data.

Regarding academic qualifications, Table 4.4 depicts that 3% of participants had a professional diploma, 48.7% had a bachelor's degree, 40.5% had a master's degree, and 7.8% had a doctorate. Therefore, most participants have either a bachelor's degree or a master's degree.

Table 4.4: Frequency distribution of the participants according to their academic qualifications.

Qualification	Frequency	Percent
Professional diploma	8	3.0
Bachelor's degree	131	48.7
Master's degree	109	40.5
Doctoral degree	21	7.8
Total	269	100.0

Source: Primary data.

Regarding participants' perceptions of social entrepreneurship, Table 4.5 indicates that the two most popular answers were "It is a very effective way to solve problems" and "It is a very important way to do works that add great value to society" (20.1% for each response), followed by "It is a process for using available resources to improve social life" (12.3%), "It

is a very important factor in supporting society,” “It is a very satisfying job for the person who is doing it,” “It motivates society in working together for a good cause” (all 10.4%), “It is a very effective way to help society” (9.7%), and “It is a procedure for generating social value, motivation, and change.”

Table 4.5: Frequency distribution of the participants according to their responses regarding social entrepreneurship.

How do you see social entrepreneurship?	Frequency	Percent
It is a very effective way to solve problems	54	20.1
It is a very important factor in supporting society	28	10.4
It is a process for using available resources to improve social life	33	12.3
It is a very satisfying job for the person who is doing it	28	10.4
It motivates society in working together for a good cause	28	10.4
It is a very effective way to help society	26	9.7
It is a procedure for generating social value, motivation, and change	18	6.7
It is a very important way to do works that add great value to society	54	20.1
Total	269	100.0

Source: Primary data.

Regarding social entrepreneurship projects, Table 4.6 shows that 26% of participants said their organizations are supporting one social entrepreneurship project, followed by two projects (22.3%), three or five projects (17.5% each), and four projects (16.7%). These findings show that majority of organizations are supporting more than one social entrepreneurship project in the UAE.

Table 4.6: Frequency distribution of the participants according to their responses regarding the number of social entrepreneurship projects.

How many total social entrepreneurship projects have been supported by your organization till now?	Frequency	Percent
One project	70	26.0
Two projects	60	22.3
Three projects	47	17.5
Four projects	45	16.7
Five projects	47	17.5
Total	269	100.0

Source: Primary data.

Regarding the perceived benefits to society of social entrepreneurship, Table 4.7 shows that the largest proportion of participants (33.5%) chose the option “Opportunities to generate income.” This was followed by “Use of social media for the marketing of home-based products” (17.5%), “Awareness of health hazards and the importance of traffic laws” (10.8%), “Guidance on the legal procedures to start home-based businesses” (10%), “Educating communities about the efficient use of energy to reduce extra bills” (9.7%), and “Referring to the skills required to manage a business” and “Providing guidance about possible funding sources to start one’s own business” (both 9.3%).

Table 4.7. Frequency distribution of the participants according to their responses regarding perceived benefits to society.

What do you see as the perceived benefits to society?	Frequency	Percent
Opportunities to generate income	90	33.5
Guidance on the legal procedures to start home-based businesses	27	10.0
Use of social media for the marketing of home-based products	47	17.5
Referring to the skills required to manage a business	25	9.3

What do you see as the perceived benefits to society?	Frequency	Percent
Providing guidance about possible funding sources to start one's own business	25	9.3
Educating communities about the efficient use of energy to reduce bills	26	9.7
Awareness of health hazards and the importance of traffic laws	29	10.8
Total	269	100.0

Source: Primary data.

4.3 Findings from the In-Depth Interviews

This section presents the findings from the in-depth interviews, which were conducted by the researcher with 15 participants. The data collected through the in-depth interviews were arranged using Microsoft Excel spreadsheets and subsequently analyzed using transcription tables based on the thematic areas of the study. Main thematic areas for the analysis of the data collected from the in-depth interviews were social entrepreneurship development, organizational contribution to social entrepreneurship, and social impact. The demographic details of the participants for the in-depth interviews are provided in Table 4.8.

Table 4.8: Demographic details of participants for the in-depth interviews.

Participant	Age (years)	Gender	Education
Participant 1	31	Male	Graduate (bachelor's degree)
Participant 2	29	Male	Graduate (bachelor's degree)
Participant 3	35	Female	Postgraduate (master's degree)
Participant 4	47	Male	Postgraduate (master's degree)
Participant 5	34	Female	Postgraduate (master's degree)
Participant 6	27	Female	Postgraduate (master's degree)
Participant 7	43	Male	Postgraduate (master's degree)
Participant 8	52	Female	Postgraduate (doctoral degree)

Participant	Age (years)	Gender	Education
Participant 9	39	Male	Graduate (bachelor's degree)
Participant 10	47	Male	Graduate (bachelor's degree)
Participant 11	36	Male	Graduate (bachelor's degree)
Participant 12	28	Female	Postgraduate (master's degree)
Participant 13	50	Male	Graduate (bachelor's degree)
Participant 14	47	Male	Graduate (bachelor's degree)
Participant 15	27	Male	Graduate (bachelor's degree)

Source: Prepared by the researcher.

Table 4.8 shows that the youngest participants was 27 years old and the oldest was 52 years old. There were four participants aged between 25 and 30 years, three aged between 31 and 35 years, two aged between 36 and 40 years, one aged between 41 and 45 years, four aged between 46 and 50 years, and one aged between 51 and 55 years. Five participants were female and 10 were male. Eight participants had a bachelor's degree, six had a master's degree and one had a doctorate degree. The responses given by the participants are presented in following sub-sections in relation to the respective thematic areas.

4.3.1 Social Entrepreneurship Development

The findings from the interviews conducted by the researcher reveal that social entrepreneurship is developing in the UAE extremely rapidly. The findings show that the community is taking more of an interest in participating in social entrepreneurship projects. The results illustrate that the country has a well-educated community and that the resources being offered by organizations working in the area of social entrepreneurship are helping community members to participate in social entrepreneurship ventures in the UAE. It is due to social entrepreneurship projects that the public is gaining awareness related to financial education and financial literacy. More people are becoming interested in learning about

technical, legal, and financial matters associated with startup businesses. People are showing increased interest in learning about a sustainable environment as well as sustainable business ventures for their future livelihoods. The findings also show that people are willing to act to help others, as helping people is part of the UAE' national culture. People are generally happy to help others and to participate in social well-being projects that contribute to helping others. Social entrepreneurship in the UAE is part of the government's strategic management. Current social entrepreneurship projects are serving the government's vision as this is part of strategic management for decision making and planning.

The findings also show that people have started to understand social entrepreneurship and its associated concepts. According to the findings from the study, social entrepreneurship projects are receiving support from the community. People are happy to participate in social entrepreneurship ventures without any reward in return. These social entrepreneurship projects are supported by community members, whether they are citizens of, or residents in, the country. Social entrepreneurship projects are serving humanity without any discrimination based on gender, religion, or any other type of social segmentation. Social entrepreneurship ventures have created awareness among community members regarding the legal and financial requirements for starting a business, especially SMEs. Community participation is creating a situation where teamwork is becoming easier for people and people are obtaining value through using their skills and experiences to serve people in the country. These social entrepreneurship projects have benefits for people from all age groups in the community as these projects are based on innovative ideas to solve social problems and create social value for all members of society.

According to the responses given by the participants, social entrepreneurship has deep roots in the culture and society of the country. Most of the philanthropic activities have historical roots in the domestic culture and people follow the cultural practices of giving. The UAE is

among the top rated countries for charities and giving for social welfare and humanistic causes. The government is increasingly focusing on social development through social entrepreneurship. Social entrepreneurship projects have had a positive impact on society. Such projects have the potential to build effective strategies for effective systems of social entrepreneurship in the future. Overall, communities are extremely supportive of social entrepreneurship as they are becoming increasingly aware of social entrepreneurship and its importance in the country. The findings show that people are willing to participate in any task that involves problem solving and helping others. This highlights the community support for social entrepreneurship projects that are being supported by the Abu Dhabi government.

Most of the projects are part of the Abu Dhabi government's strategic decision making as social entrepreneurship is part of strategic management. This has increased communities' interest in social entrepreneurship projects as they are offering solutions for social problems through innovative business ideas and creating value for members of the respective communities. Although social entrepreneurship may seem new in the country, it has deep roots in the indigenous culture of the Arab region. This is a major reason for the success of social entrepreneurship projects in the country and communities' interest in social entrepreneurship projects. These projects are offering multiple opportunities to the youth and also other age groups. Thus, value is being created by social entrepreneurship projects in the country. The Abu Dhabi government's interest in social entrepreneurship plays a role in increasing communities' interest in social entrepreneurship projects in the country.

Organizations working on social entrepreneurship projects are gaining support from communities as well as the Abu Dhabi government in relation to making such projects sustainable. Some of the responses extracted from interview data are presented in Table 4.9.

Table 4.9: Participants’ statements related to the thematic area of social entrepreneurship development.

Participant	Statement/quote	Focus area(s)
Participant 1	<p>The UAE community is such a wise, well-educated and developed community which supports social entrepreneurship to a great extent. We would usually find people advertising, buying, and supporting in any way any socially aimed businesses; credit goes to our wise leaders and their genuine souls.</p>	<p>Well-educated community. Support for social entrepreneurship from the community.</p>
Participant 2	<p>Social entrepreneurship is the use of business to solve community-based problems and create social value.</p> <p>The response is very noticeable. It’s becoming one of the main areas of practice and study. People are leaning toward starting up sustainable businesses that helps develop and nourish the community. The awareness of the need for more social entrepreneurs increased during the Covid-19 pandemic. Now, the well-being of people, society and our planet is at the forefront of everyday practices. The way we do business has changed and it has accelerated the need for sustainability becoming the core of company strategy with a direct impact on employees, customers, and suppliers.</p> <p>Amongst many reasons, these projects target different categories and segments of the community, with their different backgrounds, nationalities, and religions and this establishes a sense of belonging and spreads the value of unity in the community. Also, it creates a chance to give back and act towards helping others through the voluntary opportunities these projects provide.</p>	<p>People are learning about startups. People are seeking sustainability. People are willing to act to help others.</p>
Participant 3	<p>Developing solutions to social, cultural and environmental problems which would have benefits to the whole of society.</p> <p>For the greater good, the government’s role is to serve the community and social entrepreneurship supports that vision.</p> <p>People are starting to understand the concept of social entrepreneurship. The Abu Dhabi government established “Ma’an,” which means driving social innovation pandemic as well as building a culture of social contribution and participation. They support social entrepreneurs and provide them with the resources to start and sustain their business. We all noticed the positive reaction of the community and the awareness of concept is spreading across the country.</p>	<p>Social entrepreneurship is serving the vision of the government. People are starting to understand social entrepreneurship concepts. There is support for social entrepreneurship from the community.</p>

Participant	Statement/quote	Focus area(s)
Participant 4	<p>Generally, the desire to participate in social entrepreneurship activities is high (for example, parents are keen to support semi-official organized activities such as sports clubs, etc. that address different community needs). People may also be connected to social entrepreneurship activities in their home countries.</p> <p>There is a perception, however, that it is difficult or risky in the UAE to start your own social enterprise (needing to comply with different laws, regulations) and also that any activity that seems like “fund raising” may not be legally permitted.</p> <p>People may not be aware of some of the government-led efforts to promote social entrepreneurship (such as Ma'an’s incubators).</p> <p>Therefore, it seems that many are hesitant to become social entrepreneurs, despite having good ideas. It may even be the case that people actually prefer to become social entrepreneurs in their home country, while residing in the UAE.</p>	<p>Community participation in social entrepreneurship is high.</p> <p>Laws and regulations make a difference for people as fund raising has certain requirements to be fulfilled.</p>
Participant 5	<p>I think, in my opinion, it will make us more connected and help our work on strategic management more joyful. Also, it will help in discovering not only your professional path, but others might connect it to their personal path, and it helps with unifying the teams to work in one direction</p> <p>Well, I am sure that this is part of our culture and traditions, Arabs are always givers and in some way this relates to social entrepreneurship. We as Arabs, and specifically coming from the gulf and the UAE, are always helping others in need and mentoring others in some way, and with big families it always starts within our circles and then it cascades, this is our leadership vision.. Social entrepreneurship leads and we are very much influenced by it; we have companies that support small startup businesses, and this goes beyond social issues to include also cultural and environmental issues as well.</p>	<p>Community participation is creating a situation of teamwork.</p> <p>Social entrepreneurship has deep roots in the culture.</p> <p>The culture of giving is a major support.</p>
Participant 6	<p>The government creates opportunities for the public in all sectors. The UAE has been highly focused on social entrepreneurship and in a study in 2016, the UAE held the 19th position in terms of “The best places to be a social entrepreneur.”</p> <p>The UAE has been working on a pivotal business model that revolves around social</p>	<p>The government is highly focused on social entrepreneurship.</p> <p>The development of social entrepreneurship is increasing.</p>

Participant	Statement/quote	Focus area(s)
	entrepreneurship, which has been leading to an increase in ventures and passion amongst the community.	
Participant 7	<p>Social entrepreneurship is a system that reflects its impact on society by changing some of the factors that have a positive effect by developing a clear business strategy that is beneficial to society.</p> <p>Entrepreneurship is an integral part of the formation of the strategy to build an effective system. We should be well aware of the concept of strategy, as some see it as those decisions that are concerned with institutions' relationship with the external environment, defining long-term goals and allocating the resources that it creates.</p>	<p>Social entrepreneurship has a positive impact on society.</p> <p>Effective strategy can build an effective system of social entrepreneurship.</p>
Participant 8	It has been very humbling to observe how generous and readily obliging the UAE community has been in all sorts of requests for solving pressing social issues, such as benefits for frontline heroes, support for people of determination, requests for water conservation, etc.	The community is supportive of social entrepreneurship.
Participant 9	<p>A social enterprise is a business model that is set up with the primary purpose of achieving a social impact while maintaining financial viability.</p> <p>A social enterprise can be set up by an individual or a corporation.</p> <p>Social enterprise addresses social problems or needs not met by private markets or the government while generating income by selling goods and services, and through grants, sponsorships.</p>	The community has awareness of social entrepreneurship.
Participant 10	<p>It is the help to solve a social problem, and pursuing opportunities to create social values. Because that will help the organization to focus on philanthropic activities that would have an impact in society and serve the community and that will help to create social innovation and impact.</p> <p>The UAE community supports social entrepreneurship through funding and donations, and foreign entrepreneurs are allowed to own businesses in the UAE, and the visa is facilitated for them by the government. Communities provide volunteering support in different projects.</p>	<p>Social entrepreneurship offers opportunities.</p> <p>Social value is expected through social entrepreneurship.</p> <p>The community is supportive of social entrepreneurship.</p>
Participant 11	In my view, it's the consideration of the social norms, limitations, restrictions and opportunities in a community while doing business and influencing socially.	People perceive social entrepreneurship as a purpose in life.

Participant	Statement/quote	Focus area(s)
	<p>Social entrepreneurship impacts your personal life's purpose and not just to the pursuit of profit-making.</p> <p>The UAE communities are positively interacting and responding to the social entrepreneurship activities.</p>	<p>The community is supportive of social entrepreneurship.</p>
Participant 12	<p>Social entrepreneurship to me is a “giving back to community” methodology, as in a way you are participating in solving cultural, environmental, and social issues. If we think about it strategically, each organization is responsible for giving back to the community and by being involved in such an approach you are not only overcoming challenges but also reflecting a great organizational reputation.</p> <p>Additionally, social entrepreneurship could be a significant factor in raising funds through crowd funding and support with reducing budgets. Nevertheless, practicing social entrepreneurship leads like-minded people to work together and achieve their ultimate goal and address societal gaps.</p> <p>When it comes to the community, I believe the community in the UAE is very active with crowd funding and donations to charities. Every now and then a fundraising campaign would go viral in social media and the funds are collected in record time.</p> <p>The reason humanity exists is to feel the purpose of your existing by giving back. I believe this is embedded in the UAE's culture, which is why social entrepreneurship businesses can succeed in this community.</p>	<p>Social entrepreneurship is like giving back to the community (social responsibility).</p> <p>People are generous in supporting social entrepreneurship initiatives</p> <p>Helping others is part of UAE culture.</p>
Participant 13	<p>Social entrepreneurship is basically doing business for a social cause. It combines commerce and social issues in a way that improves the lives of people connected to the cause. Strategy means designing the way to achieve our goal or reward, so strategy should focus on the drivers of change; particularly creative and social entrepreneurs have an intuitive feeling for future needs and trends.</p> <p>The UAE is ranked in a very good position in the social enterprise index, which exemplifies how the country is advancing towards building a niche community for social entrepreneurs and the diverse support systems the country is able to produce and maintain.</p> <p>The continuous growing of social enterprises in the UAE, especially in driving innovation and</p>	<p>People have awareness concerning the concept of social entrepreneurship.</p> <p>The community has a positive response to social entrepreneurship.</p>

Participant	Statement/quote	Focus area(s)
	empowering human potential, is reflecting the positive response of communities to social entrepreneurship in the UAE.	
Participant 14	Social entrepreneurship is creating a business addressing a social cause. Social entrepreneurs combine commerce and social issues in a way that improves the lives of people connected to the cause while making a profit. It addresses social challenges within the community, makes solutions financially sustainable, and ensures ownership of a social cause.	People have awareness concerning the concept of social entrepreneurship.
Participant 15	<p>An entrepreneurial business is benefiting a social sector or trying to solve a social issue.</p> <p>Putting social entrepreneurship at the center of an organization allows for more human-centered approaches in solving social issues, advancing social contributions to an organization's core purpose and mission.</p> <p>After the establishment of Ma'an, social entrepreneurship has been getting a lot of attention as more funds are allocated to such businesses/ activities. Also, during the pandemic, social entrepreneurship was proven to be necessary and essential in contributing to the local community; it is highly appreciated and sought after by the community.</p>	<p>The community is supportive of social entrepreneurship.</p> <p>People are willing to participate in any task that includes problem-solving and helping others.</p>

Source: Prepared by the researcher.

4.3.2 Organizational Contribution to Social Entrepreneurship

The study findings show that people are obtaining solutions for their problems through innovation and that these innovations are creating social value for other people in the community. According to people's perceptions as reported by the participants of the study, social entrepreneurship is helping to solve people's financial problems. Learning new skills and using them for earning opportunities are some of the visible benefits for people participating in social entrepreneurship projects and the UAE as a whole. Several organizations are educating people about social entrepreneurship and the importance of SMEs for creating value and sustainable livelihood opportunities for people. As social entrepreneurship is part of the Abu Dhabi government's strategic management, the government is focusing on solving people's problems through social entrepreneurship ventures. One of the government's key aims is to make such projects sustainable so that people will gain more long-term benefits, including economic opportunities in the future, as well as immediate solutions for their social problems.

Social entrepreneurship is offering several financial opportunities along with the new skills required to start innovative businesses and contribute both to developing the community at the local level and to the country as a whole at the national level. People are aware of the benefits of social entrepreneurship projects, especially those who are working directly with organizations offering social-entrepreneurship-related information and facilities. There is great interest among communities due to their willingness to work for the benefit of those communities and to reduce problems by finding solutions for them. The communication processes between organizations and communities are strong and these communication channels are maintaining the links with the government authorities, which are working on the strategic decisions related to social entrepreneurship in the country.

New skills being offered to the youth are providing them with new opportunities to create value for every small investment and for every new business established. People are more financially literate and also have access to resources offered by various organizations working in partnership with the Abu Dhabi government. These organizations, especially those described in the case studies, are offering financial support for new ventures and skills training for those who are willing to start their own business based on innovative ideas offering solutions for social problems and creating value for the community. Major contributions have been made by numerous organizations, but the researcher has focused only three organizations and some of their contributions to social entrepreneurship. These case studies and their projects represent only a fraction of what is actually being offered by such organizations in Abu Dhabi. However, the aim of these case studies is to highlight some of the actual social entrepreneurship practices in Abu Dhabi and the existence of social entrepreneurship as part of the Abu Dhabi government's strategic management.

The organizations working on social entrepreneurship projects are acting as a bridge between communities and various departments of the Abu Dhabi government. Social entrepreneurship is part of strategic decision making by the authorities working on social and economic development. Several departments within government organizations are working closely with those organizations offering social entrepreneurship projects and facilitating the creation of new opportunities for communities and enabling them to benefit from social entrepreneurship initiatives. As these social entrepreneurship projects are gaining popularity among the public, these organizations are increasingly focusing on such projects' sustainability. Social entrepreneurship projects are helping people to create a support system for learning. New skills learned by community members are being utilized for new social entrepreneurship ventures. Communities' actual gains from social entrepreneurship initiatives lie in focusing

on innovative ideas that can solve problems and create social value for the community members. Some of the responses extracted from interview data are provided in Table 4.10.

Table 4.10: Participants’ statements related to the thematic area of organizational contributions to social entrepreneurship.

Participant	Statements/quotes	Focus area
Participant 1	Increased income, lower unemployment rates, better living quality, higher education levels, and great economic returns for the country.	Social entrepreneurship enables people’s financial problems to be solved.
Participant 2	<p>The Emirates Foundation started as philanthropy-based organization, the outcomes of the work we do in the Foundation have been always towards the greater good of the society. Therefore, it’s an initial part of our strategy that we are proudly continuing to consider regardless of the shifting in mandates and core of the foundation.</p> <p>Sustainability is about the ability to survive over time. The outcome of these projects is suitable because it affects people’s lives. For example, it creates opportunities for people to shape their present and work towards creating a better future for them. Also, these projects create partnerships with businesses and organizations that in the long term create a greater impact in society.</p>	<p>The government is focusing on solving people’s problems.</p> <p>Social entrepreneurship enables people’s financial problems to be solved.</p> <p>Organizations working on social entrepreneurship are focusing on sustainability.</p>
Participant 3	Social entrepreneurship is helping in: creating a culture of tolerance and acceptance; equipping the youth with skills for the future; supporting teachers to grow and network with other teachers thus creating a support system for lifelong learning; and building trust in government support.	<p>Social entrepreneurship is offering new skills to the youth.</p> <p>Social entrepreneurship is helping people to create a support system for learning</p> <p>Social entrepreneurship is creating a culture of tolerance.</p>
Participant 4	I’m not aware of any current social entrepreneurship projects in my organization, according to the above definition; the Al-Bayt Mitwahid Association run by CPC does target social impact, but not from an entrepreneurship model (they provide project funding directly, and projects typically have a short-life span).	
Participant 5	Well, the feelings of the person when participating in such projects, they feel great joy and a boost in	Social entrepreneurship is

Participant	Statements/quotes	Focus area
	<p>self-esteem, also it gives them a feeling of satisfaction and can also help them in knowing more about themselves.</p> <p>Foremost, I would say that these projects are sustainable; the steps taken to get these projects sustainable are improving the human capacity, such as education and healthcare, providing access to food and clean water, making it more health and environment friendly. And most importantly the digital revolution, as in using the best technologies available and automating what's not yet automated.</p>	<p>increasing self-esteem of people, organizations are focusing on sustainable social entrepreneurship,</p>
Participant 6	<p>The society members are usually offered the following added values: investors' and donors' networking events; peer networking; access to mentorship; financial incentives that include a startup budget, facilities/workspace, and stipends; and learning and development that is focused on technical skills, soft skills, and theme-related workshops.</p> <p>These projects are usually sustainable as a guiding framework is put in place to ensure that there is a vision and mission for every social entrepreneurship project. The guiding framework usually reflects a long-term plan. For instance, one of the projects launched in the UAE (Enable) is focused on creating long-term work-based development programs for people with special needs.</p>	<p>Social entrepreneurship is offering opportunities to people</p> <p>People's social interaction and networking is getting stronger.</p> <p>People showing determination are getting a warm welcome from communities.</p>
Participant 7	<p>The UAE is always looking to develop its future plans in the entrepreneur system and put it at the forefront of business.</p>	<p>The government is keen to create social value for communities.</p>
Participant 8	<p>The projects being implemented by the Office of Frontline Heroes show community unity as they demonstrate frontline workers are valued by society, how the initiatives truly address the most pressing needs, and how society is engaged and ultimately benefits from these efforts.</p> <p>Many of the projects have been developed to be sustainable, particularly when it comes to financing. Considerable thought has gone into devising programs where the following elements are key:</p> <ul style="list-style-type: none"> - Dynamic review over time to ensure being fit-for-purpose and relevant as the landscape changes (e.g. some initiatives were critical in the early stages of the pandemic, and are less 	<p>These projects offer unity.</p> <p>Social engagement in community development is increasing.</p> <p>Organizations working on social entrepreneurship are focusing on sustainability.</p>

Participant	Statements/quotes	Focus area
	<p>important now, so monitoring and flexibility to change are important).</p> <ul style="list-style-type: none"> - Financial sustainability requires a highly cost-effective design, with innovation to explore long-term financing and low-cost solutions. - Regarding implementation, partnering with stakeholders has made implementation more robust with better outcomes. 	
Participant 9	<p>The current challenges faced by social entrepreneurs in the UAE are:</p> <ul style="list-style-type: none"> - Startup fees are too high. - Fundraising restrictions. - Operating the business is too expensive compared to profits (government fees, VAT, rent, etc.). - Inability to demonstrate a social purpose as they are not registered as a charity or social enterprise. - Losing business opportunities: the license doesn't match the activity of the business. - Lack of incentives to start a social enterprise. - Absence of recognition for social enterprises. 	Social entrepreneurship is educating people about business startups.
Participant 10	<ul style="list-style-type: none"> - These projects seek to address the needs of the community, so the main goal is to satisfy a demand needed to serve the community. - Creating value in different community categories, such as labor, women's empowerment, children, youth, and people with disabilities. - Creating new opportunities for these segments. - Contributing in other ways to improve people's lives, such as by creating decent jobs, goods, and services that help meet basic needs, and more inclusive value chains. 	<p>Social entrepreneurship projects are community-needs oriented.</p> <p>Social entrepreneurship projects are creating social value.</p> <p>Social entrepreneurship projects are creating new</p>

Participant	Statements/quotes	Focus area
	<ul style="list-style-type: none"> - Making strategic social investments and promoting public policies that support social sustainability. - Partnering with other businesses, pooling strengths to make a greater positive impact. 	<p>opportunities.</p> <p>Social entrepreneurship is part of strategic management.</p>
Participant 11	<p>No, they are not gender-specific. The aim of Department of Municipality and Transportation is to enhance the quality of the people’s lives regardless their gender.</p> <p>No, these projects are not religion-specific, as the aim of the organization is to serve its people of all kinds of religions.</p> <p>Yes, they are compatible with the culture, provided that you can align with Arab culture in terms of the design and provision of services.</p> <p>The demands of people and commerce can be met without reducing the capacity of the environment to provide for future generations. The main steps are to perform tasks and provide services that are effectively and efficiently produced in order to promote sustainability in society.</p>	<p>Social entrepreneurship projects are serving communities without any discrimination.</p> <p>Social entrepreneurship projects are for all community members, irrespective of their gender or religion.</p>
Participant 12	<p>It is solving a issues in the community, including health, employment, housing, etc., these activities play a big role in bringing people together for one purpose and working together no matter how different they are. Working for something you enjoy is the drive to give your best and adds value.</p> <p>I think the main way of solving an issue should be by tackling the main resource. For instance, donations for building hospitals would be more effective and sustainable than sending medicines.</p>	<p>Social entrepreneurship projects are bringing people together</p> <p>Social interaction is increasing among community members.</p>
Participant 13	<p>Social entrepreneurship projects in our organization are not linked to a specific gender.</p> <p>Social entrepreneurship projects in our organization are not linked to a specific religion.</p> <p>Social entrepreneurship projects in our organization are compatible with UAE culture.</p> <p>The social entrepreneurship project in our organization is helping jobs seekers in the community to finding job and helping employers find the right candidates.</p> <p>The project is currently supported by the government, but it has the potential fundamentals to be sustainable as it has employers who are benefiting from this project and using it a lot; in addition,</p>	<p>Social entrepreneurship projects are helping community members to find new opportunities.</p>

Participant	Statements/quotes	Focus area
	there are regular events held to match candidates with employers.	
Participant 14	They need to be sustainable in the design. Sustainability is a key criterion for approving these projects.	Organizations working on social entrepreneurship are focusing on sustainability.
Participant 15	<p>Yes, multiple projects were launched to empower female leaders in the organization through direct and continuous training and exposure to upper management.</p> <p>Yes, most of our projects take into consideration the local context and culture in general.</p> <p>Empowerment of women, youth and the community overall. For example, provided free skill based training programs for females to get into the tech industry.</p> <p>Yes, most of our projects are executed in collaboration with strategic partners to ensure the sustainability of the projects in the long term.</p>	<p>Social entrepreneurship projects offer empowerment to female community members.</p> <p>Social entrepreneurship projects are creating new opportunities for people.</p>

Source: Prepared by the researcher.

4.3.3 Social Impact

The findings from this study show that social entrepreneurship initiatives are increasing in the country. These social entrepreneurship initiatives are creating value for society by solving their problems through innovative business ideas. Entrepreneurs are showing more interest in acquiring new skills to enhance their entrepreneurial capacities and extend problem-solving tools to more communities across the country. The measurement of the social impact of social entrepreneurship projects is not an easy task but this question was included to understand participants' perspectives in this regard. The participants confirmed that social entrepreneurship is contributing to the social and economic development of the country. A sense of ownership among community members is being offered by social entrepreneurship projects that benefit community members. The value-creation objective of social entrepreneurship is offering a sense of ownership to community members, which is creating more awareness among people of social entrepreneurship. The findings show that people enjoy engaging in social entrepreneurship activities and they become part of social entrepreneurship projects because they are learning the importance of social entrepreneurship.

However, another reason why the impact is not easy to measure is the low visibility of the social entrepreneurship projects. As social entrepreneurship projects are based on small communities, their visibility remains very low. A systematic analysis of social entrepreneurship projects can provide a better understanding of the impact of these projects. The immediate impact as described by the participants is that social entrepreneurship projects are offering opportunities to people of all ages without any discrimination based on gender or religion. People are benefitting from social entrepreneurship initiatives in the form of the skills they are learning from these projects and the information they are getting from

organizations working in social entrepreneurship. Another important benefit for communities is that they are acquiring information about possible sources of finance and possibly obtaining financial assistance from organizations to start entrepreneurial ventures. The support from the Abu Dhabi government is also making it easy for people to obtain benefits from social entrepreneurship projects. People are learning about new communication skills with which they can communicate their problems and concerns to the authorities, as well as to entrepreneurs, in order to obtain immediate solutions for their problems.

As social entrepreneurship is a relatively new concept in the region and the communities are not yet mature enough to contribute optimally to ensure that these projects are sustainable, the organizations working on social entrepreneurship projects will not be able to exit in the near future. A major reason for this is that the communities will need assistance from these organizations to achieve sustainability so that the communities can own these projects and continue to benefit from them in the future. As there is no systematic data on the impact of social entrepreneurship projects, future research is needed to reveal the actual impact of these projects on communities. Some of the responses extracted from interview data are provided in Table 4.11.

Table 4.11: Participants’ statements related to the thematic area of social impact.

Participant	Statement/quote	Focus area
Participant 1	Growth of the economy both domestically and internationally. Continue to raise awareness and support any kind of social entrepreneurship.	Social entrepreneurship is contributing to social and economic development.
Participant 2	Social entrepreneurship projects create social and economic value for communities in the UAE. They nourish society by creating opportunities and working towards the greater good. Also, they help the market, and measures of economic value have been refined over centuries, including return on investment, debt/equity ratios, price/earnings, and numerous other social values for people.	Social entrepreneurship is contributing to social and economic development.
Participant 3	Supports people to be active and engaged in the vision of the UAE. Creates pride and joy.	People enjoy engaging in social entrepreneurship projects.
Participant 4	At the moment, I don’t see a large impact unfortunately. Social entrepreneurship projects just aren’t visible; in my community, there is little or no awareness of social entrepreneurship (most people focus on their “day job” – they receive a salary – but do not think in terms of setting up a new business based on social motivation). The exception would be the various schemes that have been set up informally to provide sports coaching to children (for example, athletics clubs) and you could argue that these are social entrepreneurship, since they offer a service that is not provided by others, such as schools, and that they have a social mission to improve the lives of children and to promote healthy lifestyle and confidence in young people. Their fees are typically set low enough to cover costs and the better ones have positive social outcomes clearly in mind.	Social entrepreneurship projects have low visibility. People are gaining benefits from social entrepreneurship projects.
Participant 5	There is a huge impact as I have explained earlier, from the younger generation to the older generation.	People of all ages are getting value through social entrepreneurship projects.
Participant 6	Abu Dhabi is the capital of the UAE and there have been entities specifically established for launching	Social entrepreneurship is

Participant	Statement/quote	Focus area
	<p>social entrepreneurship projects. There is continuous interest in creating, and an increase in the number of, movements to address social issues/concerns. These have included social entrepreneurship projects and movements related to healthcare, technology, communities, and people showing determination.</p> <p>Definitely, the current approach is that the impact is communicated via traditional media and social media via key stakeholders' and other high-profile accounts. The impact is usually reported in a simple but impactful form to the public.</p>	<p>part of the Abu Dhabi government's strategic management</p> <p>Impact is being communicated on traditional media but remains low in terms of visibility.</p>
Participant 7	The vision of the UAE regarding entrepreneurship is an influential and effective element in the transition of the UAE to a knowledge-based economy as well as the development of targeted plans for small and medium enterprises and following them up with established indicators from competent institutions.	Social entrepreneurship has given rise to SMEs in the UAE in line with the government's vision.
Participant 8	The social impact has been huge, and many challenges are being addressed and resolved successfully through social entrepreneurship.	<p>Social entrepreneurship projects have a huge impact.</p> <p>There are many challenges being addressed by social entrepreneurship projects.</p>
Participant 9	<p>I think we are still in the early stages of embedding the social entrepreneurship concept in Abu Dhabi and most of the current projects are ruin by the government or NGOa; we don't have social entrepreneurs that have started their own projects, but if we solve the current challenges, I think Abu Dhabi will:</p> <ul style="list-style-type: none"> - Be the first to pioneer a social enterprise framework, structure, or law in the Middle East. - Boost the social enterprise scene in Abu Dhabi. - Attract social entrepreneurs from across the UAE and the region. 	<p>Social entrepreneurship projects are at early stage and impact is not highly visible.</p> <p>Social entrepreneurship will contribute to economic development.</p>

Participant	Statement/quote	Focus area
	<ul style="list-style-type: none"> - Support SMEs by providing favorable business conditions through institutional and legislative reform. - Build a sustainable and stable economy through the diversification and broadening of its enterprise base across a range of different sectors. 	
Participant 10	<ul style="list-style-type: none"> - Positive change in the community. - Creating value in the community. - Satisfy a need of different community segments. - The participation of community members through volunteering will increase the positive impact and the community engagement. 	<p>Social entrepreneurship is a positive change.</p> <p>People understand the value of creativity.</p>
Participant 11	<p>They strengthen the bond between businesses/government entities and people. Positive changes in society are felt through people's improved lifestyles.</p> <p>Yes, the value created through social entrepreneurship encourages many members to interact positively and make a contribution to their society.</p>	<p>Social entrepreneurship is expected to bring positive changes in society.</p>
Participant 12	<p>I think it is essential for most people to see the impact in order to understand how effective their role could be. Moreover, it is important to keep them engaged in all the different steps and to have role models who could certainly persuade them to play a part. It is not only about communicating the impact, but more about them being part of it and creating positive changes throughout society through hands-on experience.</p>	<p>People need more skills to understand the actual impact of social entrepreneurship.</p>
Participant 13	<p>Social enterprises are used to address social problems. Many of these projects are empowering people, improving people's health, safeguarding the environment, and creating more economic opportunities. I think communicating the impact to the members will increase their desire to participate; they will understand the value of the project and how they will benefit from it.</p>	<p>Social entrepreneurship projects are empowering people.</p>
Participant 14	<p>This is a growing field with more and more impact (from a very small base).</p>	<p>Social entrepreneurship is a growing field in the</p>

Participant	Statement/quote	Focus area
		country.
Participant 15	<p>Social entrepreneurship has an immense impact on the social cohesion of our communities. Multiple ventures have contributed to communities engaging with one another.</p> <p>I believe raising people's awareness of the impact of social entrepreneurship would definitely increase people's participation and engagement in general.</p>	More awareness among the people can illustrate the impact of social entrepreneurship.

Source: Prepared by the researcher.

4.4 Case Studies

As well as interviews and in-depth interviews, the researcher also compiled three cases studies for this research. Details of these case studies are provided in the following sub-sections.

4.4.1 Emirates Foundation

The Government of the Emirate of Abu Dhabi established the Emirates Foundation as a charitable organization. His Highness Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the Armed Forces, founded the Emirates Foundation in April 2005. The Minister of Foreign Affairs, His Highness Sheikh Abdullah bin Zayed Al Nahyan, is the chairman. The Emirates Foundation was renamed the “Emirates Foundation for Youth Development” in 2012 and became a venture charity organization (Wamda, 2013). The Emirates Foundation was established to implement strategic programs that will make people’s lives better in the UAE, with a particular focus on the youth.

The Emirates Foundation had a fast-growing grant portfolio that encompassed education, technology, innovation, the economy, socio-economic evolution, and culture and the arts, as well as several projects focusing on volunteering and youth empowerment. After five years of operation, the organization’s Executive Board decided to assess the organization’s grant-offering business strategy to see if it was efficient in developing beneficial interpersonal impact in the country. The Emirates Foundation encourages active youth participation through its programs and specific activities, which reflect different ideas and opinions, as well as providing the technical assistance needed to turn these theories into practice (Emirates Foundation, 2021).

4.4.1.1 Major Functions

The Emirates Foundation prepares the youth to join the workforce, equipped with the relevant information, capacities, and abilities to determine their career choices. It also offers them various opportunities aligned with market demands in order to increase youth employment across all industries. The Government of the Emirate of Abu Dhabi established the Emirates Foundation as an independent organization to promote public–private-sponsored efforts to improve the wellbeing of youth in all over the UAE. The organization believes in innovation and creativity and values dedication and hard work. Above all, the organization believes in youth’s innate power to be a key source of competitive advantage and a key means of accomplishing the country’s goals (Emirates Foundation, 2021).

The Emirates Foundation oversees the Sheikh Mohammed Bin Zayed Higher Education Grant program, which has helped 78 Zayed University alumni attain 58 master’s degrees and 15 PhDs from UAE and international organizations. Through six major projects, the foundation makes social investments aimed at the youth (Wamda, 2013):

- Takatof: A social program aimed at establishing a culture of volunteerism in the UAE.
- Kafa'at: A youth empowerment program that teaches leadership and personal skills to young people while also generating awareness about the sector and its economic potential.
- Think Science: A competition aimed at preparing young people for careers in science, particularly in areas such as oil and natural gas, aircraft, and other novel projects, all of which need Emirati talent.
- Sanid: In the case of a disaster, this organization provides well-trained emergency service volunteers to support local and national governments.

- The Financial Literacy Program: A national initiative that teaches young people how to handle their money, particularly debt.
- Kayani: A program that creates long-term social companies that employ young people with disabilities.

4.4.1.2 Contributions to Social Entrepreneurship

The Emirates Foundation has concentrated on developing the economic expansion of young social entrepreneurs based on the knowledge, abilities, and financial expertise required to achieve sustainability, acknowledging the significance of entrepreneurs and SMEs as key elements and major indicators of economic growth and job creation in the country (Emirates Foundation, 2021).

As component of the Foundation's innovative purpose is to find lasting approaches to solving community needs, with the staff of the Emirates Foundation for Youth Development ultimately acquiring world-class training in creating and implementing community initiatives. The Ashoka workshop in Abu Dhabi is part of the group's expansion into business enterprise philanthropy. Ashoka is a worldwide organization that supports social entrepreneurs. Professionals and senior executives are learning how to establish businesses, manage budgets, and analyze the effect of social enterprise initiatives, which is a departure from the organization's earlier benefit strategy, which involved more administrative work. Participants explore the notion of social enterprises, how to start and grow creative social firms that resolve a social issue, or how to develop and maintain social enterprises that solve a social issue (My Startup World, 2012). Social entrepreneurship is essential for the continent's creativity and long-term success. Ashoka is happy to be collaborating with the Emirates Foundation as a major regional platform for social entrepreneurship. The Emirates Foundation is renowned for its dedication to promoting large-scale, development-oriented

activities. Organizations also believe that the UAE is fertile ground for development and business. The goal is to unlock its enormous potential and make local ideas known around the world. It is the appropriate time to engage in expanding the scope and effect of social entrepreneurship in the UAE, as well as promoting top-tier local technology and solutions. According to H.E. Khuloud Al Nowais, Chief Sustainability Officer at Emirates Foundation for Youth Development, “The Foundation is implementing the social enterprise model as part of the innovative plan to build long-term sustainability projects that support youth-related problems ... This training is critical in improving the institution’s local talents and technical skills as it transitions to a business strategy that will enable them to have a stronger, more significant effect.” (Emirates Foundation, 2021).

4.4.2 The Khalifa Fund for Economic Development

The Khalifa Fund for Economic Development (hereafter the Khalifa Fund) was founded in June 2007 as an independent, non-profit SMEs’ economic development organization by the Abu Dhabi government under Law 14 of 2005. The Khalifa Fund began with net assets of AED 300 million, gradually increasing to AED 2 billion and encompassing the entire UAE. The Abu Dhabi government set up the Khalifa Fund as an established, voluntary economic and social development entity to help SMEs. With three new branches in Ajman, Ras Al Khaimah, and Fujairah, the Khalifa Fund has expanded its presence to the Northern Emirates. In Egypt, Chechnya, Belarus, and other regional and global states, the Khalifa Fund has begun to expand its services based on its existing system. The Khalifa Fund continues to promote domestic and international programs and collaborations that promote information exchange and social prosperity. Since 2015, the Khalifa Fund has been working to support and promote the SME sector worldwide. The global portfolio of the Khalifa Fund is estimated to be worth of one billion US dollars as of 2020, operating in 22 countries across three continents (Africa, Asia, and Europe) (Khalifa Fund for Economic Development, 2017).

Since its inception, the Khalifa Fund has been instrumental in the development of innovative, entrepreneurial processes and profitable firms. The organization's efficacy originates from its commitment to promoting the growth of micro, small, and medium-sized enterprises (MSMEs) through effective entrepreneurship competencies, expertise, marketing skills, networking events, and financial support.

4.4.2.1 Major Functions

The fund's goal is to assist in the development of local businesses in Abu Dhabi by creating and enriching an investing in culture to benefit UAE citizens, as well as supporting and promoting small and medium-sized investments in the Emirate. One of the Khalifa Fund's main goals is to provide contemporary, comprehensive, and well-rooted worldwide best practices support programs to entrepreneurs and SMEs. Meeting entrepreneurs and SMEs where they are and supporting them in their continuous growth is one way to achieve this goal (Abu Dhabi SME Hub, 2021). This is accomplished through the "AI Mentor," which demonstrates how artificial intelligence can be effectively employed to assist in developing employees. The Abu Dhabi SME Hub serves as a primary source of essential information for entrepreneurs and SMEs, all on one cutting-edge and culturally relevant network. The Khalifa Fund is helping to update, develop, and assist the UAE's SME environment through such activities and materials, as well as a wide variety of services.

MSMEs are widely acknowledged as major elements and significant drivers of increased productivity, particularly in the services sector. These MSMEs also play a critical role in the endeavor to build a knowledge-based economy by serving as key pillars. In keeping with the vision of the country's leaders, the Khalifa Fund is remaining strong in its commitment to guaranteeing the growth and advancement of these initiatives through finance, assistance, and

the assurance of growth; as a result, their owners will be able to profit from their assets (Khalifa Fund for Economic Development, 2017).

4.4.2.2 Contributions to Social Entrepreneurship

The Khalifa Fund supports approximately 100 new companies owned by the UAE nationals each year with financing of up to Dh 3 million (c. US\$ 815,000) and funds for developing businesses of up to Dh 10 million (c. US\$ 2.7 million). H. E. Hussain Al Nowais, the head of the Khalifa Fund stated that “We are attempting to develop an entrepreneurial culture” (*The National News*, 2020), highlighting the strategic goals of the organization to create opportunities for entrepreneurs. Since its establishment over five years ago, the Khalifa Fund has contributed approximately Dh 650 million to 365 initiatives. It has also increased its influence in the UAE by creating new branches in Abu Dhabi, Fujairah, Ras Al Khaimah, and Ajman, which help entrepreneurs from all Emirates. Under the Tasneem initiative, entrepreneurs may have a better chance of accessing a pool of Dh 10 million in funding. As HE Al Nowais explained, “We assist individuals build medium and small (projects) that try to utilize raw resources from significant government-owned firms” (*The National News*, 2020).

The Khalifa Fund has established “E-Empower,” an assistance initiative for Abu Dhabi-based entrepreneurs and SMEs, in collaboration with Amazon. The program provides 50 hours of interactive virtual learning content, such as free online training programs, expert marketing guidance, and social programs, to help participants navigate the digital transformation more effectively. The cooperation between the Khalifa Fund and Amazon provides groundbreaking benefits for UAE entrepreneurs who complete and graduate from the E-Empower program.

To accomplish its objective of fostering an entrepreneurial spirit across the UAE, the Khalifa Fund has spent heavily in content production for its toolkit, working with key partners both from public and commercial industries. In the Middle East and North Africa, where developing nations have some of the highest unemployment rates in the world, SMEs are critical to growth. This project is expected to improve the effectiveness of small businesses and serve as a model for the area, which was forecast as requiring the creation of 75 million jobs by 2020 just to sustain present job opportunities. The Fund has committed to Abu Dhabi's socio-economic objectives and goals of fostering foreign investment, driving private industry efficiency, and strengthening the country's economy, all with the help of visionary leadership.

4.4.3 Authority for Social Contribution (Ma'an)

The Authority for Social Contribution (Ma'an) was formed by the Department of Community Development in February 2019 to accelerate social entrepreneurship and create an environment of valuable support and active involvement while also endeavoring to enhance Abu Dhabi's role as one of the leading international business destinations. Ma'an envisions a society where interaction is the main driving force. Ma'an has long-term plans to assist in the social revolution, in which people's living conditions, shared values, and mutual accountability will become integrated into the social structure. People are considered to have an inbuilt drive to make a difference in the world. Ma'an recognizes that philanthropy is fundamental to the Abu Dhabi community, and its purpose is to shift from a charity towards a more systematic strategy, fostering a robust and institutionalized finance industry as well as engaged democratic institutions.

Ma'an serves as a link among all segments of society, fostering the emergence of innovative talent, ground-breaking approaches, and multi-stakeholder collaboration. It uses cutting-edge

technology and market mechanisms to support projects that have a direct impact on social needs. Ma'an engages the private or public sector to nurture fresh concepts that mature into successful non-profit groups or social entrepreneurs, in addition to cooperating with government bodies to prioritize and direct funds for initiatives that fulfil the city's basic needs. Although its mission has only just started, it is highly motivated to bring the Abu Dhabi community together to create ways to improve the general welfare of its citizens.

4.4.3.1 Major Functions

Ma'an aims to boost the third sector's development by offering real opportunities for collaboration, endowments, and social entrepreneurs to contribute to the creation of dynamic, engaged, and enabled individuals. Through its three-month Ma'an Acceleration Program, Ma'an seeks to help current social businesses to achieve business development and increased impact, ensuring that social services are offered to the wider society. When it comes to providing solutions for the societal issues that face Abu Dhabi today, Ma'an works on five basic pillars:

- Social Investment Fund;
- Social Incubator Program;
- Community Engagement Program;
- Social Impact Bonds; and
- Outreach Management.

Ma'an works with a variety of stakeholders in Abu Dhabi, leveraging their skills and knowledge to establish ground-breaking programs and projects that assist in achieving a long-term and quantifiable impact on society. Ma'an is providing support in areas such as developing different ways to make a contribution, raising finances, increasing community participation through volunteerism, and making Abu Dhabi a social entrepreneurship hub by implementing various measures and collaborating with strategic partners.

4.4.3.2 Contribution to Social Entrepreneurship

The UAE Social Entrepreneurship Report published by the Global Entrepreneurship Monitor (GEM) is one of the most important publications in this field, offering a comprehensive view of the social enterprise sector and its influence in the UAE. It was thus an honor for Ma'an to be included in the 2019 GEM UAE Social Entrepreneurship Report, and the main learning outcomes from this have been critical to Ma'an's creative projects' performance. One of these projects is the Ma'an's Social Incubator (MSI), an Abu Dhabi-based social benefit incubator dedicated to fostering entrepreneurialism to discover approaches to various economic and environmental concerns. MSI develops skilled, motivated, innovative, and ambitious social entrepreneurs who can translate evidence-based social impact into solid business initiatives via a 90-day training course. MSI will host 10 exceptional teams twice a year and give them the help and opportunities they require to grow and expand. Investments and funding will be available, as well as development and learning, mentoring, and networking possibilities. This represents a once-in-a-lifetime opportunity for emerging entrepreneurs to turn their creative social responsibility ideas into a social company or non-profit organization. Through its three-month approach, Ma'an's Accelerator Program needs to encourage current social enterprises to achieve increased business development and impact, thus ensuring that social services are provided to the wider society (Ma'an, 2021).

4.5 Conclusion

Social entrepreneurship in the UAE is part of the government's strategic management. Current social entrepreneurship projects are serving the vision of government as this is part of strategic management for decision making and planning. The results show that the community is showing more interest in participating in social entrepreneurship projects. More people are taking an interest in learning about technical, legal, and financial matters

associated with startup businesses. People are also taking an interest in learning more about a sustainable environment as well as sustainable business ventures that benefit future livelihoods. The results also show that people are willing to act to help others, as helping people is part of the UAE's domestic culture. People are happy to help others and to participate in social well-being projects, or in any other ways that make a contribution and help others.

The results from this study show that people are obtaining solutions for their problems through innovation and that these innovations are creating social value for other people in the community. There are various organizations educating people about social entrepreneurship and the importance of SMEs for creating value and sustainable livelihood opportunities for people. Community participation is creating a situation where teamwork is becoming easier for people, and people are obtaining value through using their skills and experiences to serve humanity in the country. The government is also focusing more on social development through social entrepreneurship. Social entrepreneurship projects have had a positive impact on society. There is the potential to build increasingly effective strategies for effective systems of social entrepreneurship in the future. The community is extremely supportive of social entrepreneurship as the community has awareness of social entrepreneurship and its importance in the country. Most of the projects are part of the Abu Dhabi government's strategic decision making as social entrepreneurship is part of their strategic management in this context. This has increased interest among communities in social entrepreneurship projects as they are offering solutions to social problems through innovative business ideas and creating value for the members of the respective communities. The results of this study show that people have started to understand social entrepreneurship and its associated concepts.

Social entrepreneurship projects are supported by community members, whether citizens or residents. Social entrepreneurship projects are also serving humanity, irrespective of gender, religion, or any other social segmentation. Social entrepreneurship ventures have created awareness among community members regarding learning more about the legal and financial requirements for starting businesses, especially SMEs. These projects are offering multiple opportunities to the youth and also other age groups in the communities. This is increasing social entrepreneurship projects' value in the country. The Abu Dhabi government's interest in social entrepreneurship plays an important role in increasing interest among communities regarding social entrepreneurship projects in the country.

Organizations working on social entrepreneurship projects are getting support from communities as well as a positive response from the Abu Dhabi government in relation to making such projects sustainable. The results show that social entrepreneurship initiatives are increasing in the country. These social entrepreneurship initiatives are creating value for society by solving their problems through innovative business ideas. Entrepreneurs are becoming increasingly interested in learning new skills to enhance their entrepreneurial capacities and extend problem-solving tools a wider communities in the country.

As social entrepreneurship is part of the Abu Dhabi government's strategic management, the government is focusing on solving people's problems through social entrepreneurship ventures. Social entrepreneurship provides different financial opportunities along with the new skills required to start innovative businesses and contribute both to the development of the community at a smaller scale and of the entire country at a larger scale. Social entrepreneurship is part of strategic decision-making by those authorities working on social development and economic development. Various departments of government organizations are working closely with organizations offering social entrepreneurship projects and helping them to create new opportunities for communities to benefit from social entrepreneurship

initiatives. As social entrepreneurship projects are gaining popularity among the public, these organizations are focusing more on the sustainability of such projects. Social entrepreneurship projects are helping people to create support systems for learning. New skills learned by community members are being utilized for new social entrepreneurship ventures.

The participants confirmed that social entrepreneurship is contributing to the social and economic development of the country. A sense of ownership among community members is being provided by social entrepreneurship projects that have an impact on community members. The value-creation objective of social entrepreneurship is also providing a sense of ownership among community members, creating more awareness among people about social entrepreneurship.

The results show that people enjoy engaging in social entrepreneurship activities and that they become part of social entrepreneurship projects because they are learning the importance of social entrepreneurship. However, it is not easy to measure the impact of such activities as they have low visibility. People are obtaining benefits from social entrepreneurship initiatives in the form of the skills they are learning and the information they are getting from organizations working on social entrepreneurship.

Chapter 5. Conclusion and Recommendations

5.1 Conclusion

The findings show that the community is taking more of an interest in participating in social entrepreneurship projects. More people are taking an interest in learning about technical, legal, and financial matters associated with startup businesses. People are also taking an interest in learning more about the sustainable environment as well as sustainable business ventures in relation to future livelihoods. The findings also show that people are willing to act to help others as helping people is part of the UAE's domestic culture. People are happy both to help and to participate in social well-being projects, or any other activities that make a contribution and help others. Social entrepreneurship in the UAE is part of the government's strategic management. Current social entrepreneurship projects are serving the vision of government as this is part of strategic management for decision making and planning.

The findings show that people have started to understand social entrepreneurship and its associated concepts. Social entrepreneurship projects are supported by community members, whether they are citizens or residents. Social entrepreneurship projects are also serving humanity, irrespective of gender, religion, or any other form of social segmentation. Social entrepreneurship ventures have created awareness among community members regarding the legal and financial requirements for starting businesses, especially SMEs. Community participation is creating a situation where teamwork is becoming easier for people and people are obtaining value by using their skills and experiences to serve humanity in the country.

The government is focusing more on social development through social entrepreneurship.

Further, social entrepreneurship projects have had a positive impact on society. There is still,

however, potential to formulate more effective strategies for effective systems of social entrepreneurship in the future.

Overall, the community is extremely supportive of social entrepreneurship as the community has awareness of social entrepreneurship and its importance to the country. Most of the projects are part of the Abu Dhabi government's strategic decision making as social entrepreneurship is part of strategic management. This has increased interest among communities regarding social entrepreneurship projects that are offering solutions for social problems through innovative business ideas and creating value for the members of the respective communities. These projects are offering multiple opportunities to the youth and also other age groups in the communities. This is creating value for social entrepreneurship projects in the country. The Abu Dhabi government's interest in social entrepreneurship plays an important role in increasing interest among communities regarding social entrepreneurship projects in the country. Organizations working on social entrepreneurship projects are receiving support from communities as well as a positive response from the Abu Dhabi government in relation to making such projects sustainable.

The findings from this study show that people are obtaining solutions for their problems through innovation and that these innovations are creating social value for other people in the community. There are various organizations educating people about social entrepreneurship and the importance of SMEs for creating value and sustainable livelihood opportunities for people. As social entrepreneurship is part of the Abu Dhabi government's strategic management, the government is focusing on solving people's problems through social entrepreneurship ventures. Social entrepreneurship is offering several financial opportunities along with the new skills required to start innovative business and contribute both to the development of the community at a smaller scale level and of the country as a whole at a larger scale.

The organizations working on social entrepreneurship projects are acting as a bridge between communities and Abu Dhabi's government departments. Social entrepreneurship is part of the strategic decision making of those authorities working on social and economic development. Different departments of government organizations are working closely with those organizations offering social entrepreneurship projects and they are helping them to create new opportunities for communities to benefit from social entrepreneurship initiatives. As social entrepreneurship projects are gaining popularity among the public, these organizations are focusing on the sustainability of such projects. Social entrepreneurship projects are also helping people to create support systems for learning. New skills learned by community members are being utilized for new social entrepreneurship ventures.

The findings show that social entrepreneurship initiatives are increasing in the country. These social entrepreneurship initiatives are creating value for society by solving their problems through innovative business ideas. Entrepreneurs are becoming more interested in learning new skills to enhance their entrepreneurial capacities and extend problem-solving tools to wider communities in the country. The participants confirmed that social entrepreneurship is contributing to the social and economic development of the country. A sense of ownership among community members is being provided by social entrepreneurship projects that have an impact for them. The value-creation objective of social entrepreneurship is also offering a sense of ownership to community members, creating more awareness among people about social entrepreneurship.

The findings show that people enjoy engaging in social entrepreneurship activities and that they become part of social entrepreneurship projects because they are learning the importance of social entrepreneurship. However, the impact of social entrepreneurship projects is not easy to measure due to their low visibility. People are obtaining benefits from social entrepreneurship initiatives in the form of the skills they are learning from these projects and

the information they are getting from organizations working on social entrepreneurship. Another important benefit for communities is that they are acquiring information about the possible financial sources and financial assistance available from certain organizations to start entrepreneurial ventures. Support from the Abu Dhabi government is also making it easy for people benefit from social entrepreneurship projects. People are learning about new communication skills through which they can communicate their problems both to the authorities as well as to entrepreneurs in order to obtain immediate solutions to their problems.

5.2 Limitations of the Study

This study has provided first-hand information regarding the concepts of social entrepreneurship and making social entrepreneurship part of strategic management in the UAE. However, this study has some limitations. First of all, the findings of this study are socially, culturally, geographically, and economically linked with context of the UAE so it is not possible to generalize these findings to other countries that do not have similar social, cultural, or economic backgrounds. Second, the generalization of these findings to countries that do share social, cultural, or economic background with the UAE, such as neighboring countries, should be undertaken with extreme caution. This is because the study was completed during the coronavirus pandemic, which affected social entrepreneurship projects in the country as well as all other social and economic sectors. The study was completed when social interaction was extremely limited and in some cases restricted; thus, it was not possible to capture all the activities related to social entrepreneurship in this research. Third, the primary data collected from the respondents of this study presents the perspective of the sample only, although the wider aspects of the findings can help further understanding of the topic. Further research with similar or relevant objectives can unearth more about this topic.

5.3 Future Research Directions

Based on the findings from the primary data collected and analyzed by the researcher, several directions for future researchers are presented below:

- Future researchers can use these findings as baseline information to build further on these findings and gain a more in-depth understanding of this topic by including more social segments and economic or cultural aspects of social entrepreneurship in the UAE.
- Universities, schools, and organizations should encourage voluntary work and grant time off for their students/ teachers/ employees (without there being an obligation to add this to the curriculum or appraisals).
- Social entrepreneurship clubs at schools and universities in Abu Dhabi should be encouraged.
- Providing facilities for entrepreneurs, continuous follow-up, and providing updates on the latest developments in the world to support the continuity process can improve the outcomes of social entrepreneurship.
- More research based on decision making is required in the context of social entrepreneurship to help people understand the ultimate benefits and immediate effects of social entrepreneurship on the country's social and economic spheres.

5.4 Recommendations

Based on the learning from the findings of this study and the results extracted from primary data sources, below are some recommendations to facilitate effective social entrepreneurship in the country:

- The Department of Economic Development (DED) should encourage entrepreneurs to apply for a license and start their business by offering free courses and training sessions. This will increase awareness and boost the success rate of startup projects.
- A specific federal social fund to support those projects that have the most social impact should be considered.
- Providing tax benefits to those corporations funding projects with social impact can boost the levels of social entrepreneurship in the country.
- Piloting social enterprises through an (individual model) Khalifa Fund should be explored, and the DED should encourage social enterprise projects and support them.
- The private sector should be motivated to include CSR as part of its strategy and create new linkages between CSR and social entrepreneurship.
- Volunteering should be encouraged that highlights the impact of social entrepreneurship to increase community engagement.
- It is necessary to find enthusiastic people to manage organizations' social entrepreneurship projects to maximize the chances of successful outcomes from these projects. This will help establish new ventures suitable for collaborative work in the future.
- Working together, partnering, and collectively managing the end-goals (e.g. partnership between private and public sectors) can improve the results of social entrepreneurship projects.
- In order to widen the scope of social entrepreneurship, it is recommended to build partnerships at the country level to facilitate international licensing (from Abu Dhabi

to the rest of the world) in order for Abu Dhabi to be considered as a global driver of social entrepreneurship.

- A single entrepreneurship authority should be created rather than many individual organizations.
- It is necessary to invest in existing entrepreneurs and involve them in idea-spreading events such as TEDx.
- It is recommended that students (of school and college age) should be educated regarding social entrepreneurship so that they are able to understand the importance of social entrepreneurship, which will increase their interest.
- The private sector should be encouraged to set up social entrepreneurship projects, e.g. creating a regular awards program for the most successful projects.
- Focusing on informed decision making and collecting evidence through research can increase the impact of social entrepreneurship projects in the country.

5.5 Conclusion

The findings show that people have started to understand social entrepreneurship and its associated concepts. Social entrepreneurship projects are supported by community members, whether they are citizens or residents. The government is increasingly focusing on social development through social entrepreneurship. Social entrepreneurship projects have had a positive impact on society. There remains potential, however, to formulate more effective strategies for effective systems of social entrepreneurship in the future. The Abu Dhabi government's interest in social entrepreneurship has a key role to play in increasing interest among communities in relation to social entrepreneurship projects in the country. There are several organizations educating people about social entrepreneurship and the importance of

SMEs for creating value and sustainable livelihood opportunities for people. Social entrepreneurship is part of the strategic decision making of those authorities working on social development and economic development. Various departments of government organizations are working closely with organizations offering social entrepreneurship projects and helping them to create new opportunities for communities to obtain benefits from social entrepreneurship initiatives.

This study has provided first-hand information on the concepts of social entrepreneurship and making social entrepreneurship part of strategic management in the UAE; however, this study has some limitations that reveal areas for future research. In particular, future researchers can use these findings as baseline information to build further on these findings and gain a more in-depth understanding of this topic by including more social segments and economic or cultural aspects of social entrepreneurship in the UAE.

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Appendices

Appendix A. Interview Guide

Dear Participant,

I am Ali Al Dhaheri from Abu Dhabi. I am doing DBA from University of Wales Trinity Saint David, UK. I am in final phase of my degree that is to conduct research for my dissertation to complete my degree. The topic of my research is “Making social entrepreneurship part of strategic management: Perspective of Abu Dhabi Government”. Purpose is to conduct an analysis of strategic management steps taken by Abu Dhabi Government supportive for the establishment development of social entrepreneurship. I am contacting you for your participation in the study. If you are willing to participate in this study, kindly answer the questions with all details and send it back to me. It will take approximately 30 minutes to 40 minutes. Your participation is voluntary and you will have choice to not answer questions which you do not want to answer. I assure you that your personal information will remain confidential and no one will have access to that information. The information about the topic shared by you will become part of my dissertation. Please ask if you have any question. You can contact me for any question. My contact information is given below.

Researcher: Ali Al Dhaheri

Email: 1604763@student.uwtsd.ac.uk

Phone: +971 50 663 0555

Yours Sincerely,

Ali Al Dhaheri

Section 3 – Organizational Contribution in Social Entrepreneurship

Q11. Kindly answer following questions related to social entrepreneurship projects of your organization:

1. Are these projects gender specific? (if yes, please share details)

2. Are these projects religion specific? (if yes, please share details)

3. Are these projects compatible with the culture of UAE? (if no, please share details)

Q12. What are the added values of these projects for society members?

Q13. Are these projects sustainable? Kindly discuss the steps taken to make these projects sustainable.

Section 4 – Social Impact

Q14. According to your opinion, what is impact of social entrepreneurship projects on the communities of Abu Dhabi as well as UAE?

Q15. Do you think participation of community members can be increased in social entrepreneurship projects by communicating impact to them?

Q16. What are your suggestions to make the social entrepreneurship projects sustainable in Abu Dhabi?

Once again thanks for your participation. I appreciate your efforts to share all details related to the questions I asked. Have a good day.

Appendix B. Participant Information Sheet

Dear Participant,

I am Ali Al Dhaheri from Abu Dhabi. I am doing DBA from University of Wales Trinity Saint David, UK. I am in final phase of my degree that is to conduct research for my dissertation to complete my degree. The topic of my research is “Encouraging social entrepreneurship through strategic management: Perspective of Abu Dhabi Government”. This research aims to explore the measures taken to encourage social entrepreneurship in Abu Dhabi and in doing this establish a socio-economic culture favorable for the entrepreneurial activities. Purpose is to conduct an analysis of strategic management steps taken by Abu Dhabi Government supportive for the establishment development of social entrepreneurship. This study will also highlight the effectiveness of strategic management measures by Abu Dhabi Government towards social entrepreneurship and how these steps are (i) supporting innovative ideas (ii) helpful to solve social problems and (iii) what are goals for the sustainability of these initiatives.

I am contacting you for your participation in the study. If you are willing to participate in this study, I'll conduct an interview with you that will take approximately 50 minutes to 60 minutes. You have right to refuse participation and that will not harm you in any form. Your participation is voluntary and you will have choice to not answer questions which you do not want to answer. You will have option to leave the interview at any stage if you desire. I assure you that your personal information will remain confidential and no one will have access to that information. The information about the topic shared by you will become part of my dissertation.

Please ask if you have any question. You can contact me later on for any question. You can also take time to consult with your family members or friends to make decision about your participation. If you participate and you feel not comfortable, you will have right to stop the interview.

In case of any doubt, please contact to my University through email at pgresearch@uwtsd.ac.uk

or DOS Professor Jonathan Liu through email at Jonathan.liu@btinternet.com. Once your decision is final about the participation either you are willing to participate or not willing please inform me. My contact information is given below.

Researcher: Ali Al Dhaheri

Email: 1604763@student.uwtsd.ac.uk

Phone: +971 50 663 0555

Yours Sincerely,

Ali Al Dhaheri

Appendix C. Written Consent Form

Dear Participant,

Please read the form and circle the relevant option given below every statement and then sign the form.

1. Participant information sheet was given by the researcher and an oral brief was also given on the purpose of this research.

Yes No

2. The researcher gave satisfactory answers of my questions.

Yes No

3. The researcher assured me that my personal information will be kept confidential.

Yes No

4. The researcher gave contact number/email in the participant information sheet.

Yes No

5. My participation in this study is voluntary.

Yes No

6. I know that I can stop interview if I desire.

Yes No

7. I know I can skip any question if that seems not appropriate to answer.

Yes No

8. I am willing to participate in this research and I do not have any pressure for this.

Signature of the participant

Date

Signature of the researcher

Date

Appendix D. PG2 E1 Ethical Approval Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University’s insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Ali Hamad Al Dhaheri			
Tick all boxes which apply:		Member of staff:	<input type="checkbox"/>	Honorary research fellow:	<input type="checkbox"/>
Undergraduate Student	<input type="checkbox"/>	Taught Postgraduate Student	<input type="checkbox"/>	Postgraduate Research Student	<input checked="" type="checkbox"/>

Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David
Campus:	London
E-mail address:	1604763@student.uwtsd.ac.uk
Contact Telephone Number:	+971506630555
For students:	
Student Number:	1604763
Programme of Study:	DBA
Director of Studies/Supervisor:	Dr. Jonathan Liu

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
			Date	
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	<input checked="" type="checkbox"/>	09 Jan 2020	
	Institute Research Committee	<input type="checkbox"/>		
	Other (write in)	<input type="checkbox"/>		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	<input checked="" type="checkbox"/>
UWTSD Research Data Management Policy	<input checked="" type="checkbox"/>
Wiles, R. (2013) What are Qualitative Research Ethics? London: Bloomsbury Publishing Plc.	<input checked="" type="checkbox"/>

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Are you in receipt of a KESS scholarship?		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is your research externally funded		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	Employed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
If Yes, please attach a copy of any final approval (or interim approval) from the organisation					

SECTION E: Details of Research Activity

Indicative title:	Encouraging social entrepreneurship through strategic management: Perspective of Abu Dhabi Government		
Proposed start date:	March 2020	Proposed end date:	March 2021
Introduction to the Research (maximum 300 words)			
Purpose of Research Activity			
<p>This research would provide significant insights on social entrepreneurship from the perspective of Abu Dhabi government's strategic planning and implementation. Also the integration of social entrepreneurship with Strategic management would contribute to existing literature. This study will especially emphasize on the linkages between social entrepreneurship and Strategic Management in the United Arab Emirates. This study will help future researchers to explore this area further.</p> <p>(this box should expand as you type)</p>			
Research Question			
<ol style="list-style-type: none">1. How Government is encouraging social entrepreneurship by making it a part of their strategy?2. What is role of social entrepreneurship to promote social innovation and problem solving in Abu Dhabi?3. How the social entrepreneurship is connected with the community development plan via Abu Dhabi government? <p>(this box should expand as you type)</p>			
Aims of Research Activity			
<p>This research aims to explore the measures taken to encourage social entrepreneurship in Abu Dhabi and in doing this establish a socio-economic culture favourable for the entrepreneurial activities. Purpose is to conduct an analysis of strategic management steps</p>			

taken by Abu Dhabi Government supportive for the establishment development of social entrepreneurship. This study will also highlight the effectiveness of strategic management measures by Abu Dhabi Government towards social entrepreneurship and how these steps are (i) supporting innovative ideas (ii) helpful to solve social problems and (iii) what are goals for the sustainability of these initiatives.

(this box should expand as you type)

Objectives of Research Activity

1. To describe the extent of policy taken by Abu Dhabi Government to encourage social innovation among the low income social groups.
2. To explore the integration of social entrepreneurship policy in practices by Abu Dhabi Government.
3. To determine the role of social entrepreneurship cost effectiveness of social problem solving.
4. To revise the planning outlook of Abu Dhabi Government to improve the social entrepreneurship programs more sustainable.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Research Type

A mixed methodological research approach will be adopted for this study. The research would be largely qualitative type because of its nature. Quantitative data will be part of this research that will be collected to obtain the statistical values related to the subject. Thus the proposed methodology for this study is mixed methodology.

Sample Size & Sampling Technique

Due to limited time and resources, the researcher will select a representative sample for this study. This study will be conducted by using purposive sampling technique. A sample of 100

participants for semi-structured interviews and 30 participants six for focus group discussions will be selected from Abu Dhabi Government departments, and other stakeholders of social entrepreneurship. Participants of this study will be people who they are part of strategic planning and implementation at higher level for government of Abu Dhabi and members of semi-government organizations, and non-government organizations working in the country for the social wellbeing.

Data Collection Tools

The researcher will develop a semi-structured interview guide for interviews and list of questions for focus group discussions. The open-ended questions of interview guide will help the researcher to get detailed answers while the closed-ended questions will be helpful to obtain statistical values related to the objectives of the study. Data collection tools will be shared with the research supervisor and will be pre-tested before the start of primary data collection.

Data Collection

The researcher will collect primary data through semi-structured interviews and focus group discussions. Quantitative part of the data will be part of semi-structured interviews where a section will be for closed-ended questions to serve the need of quantitative data in the study. The researcher will record the focus group discussions in the form of audio with the consent of the participants. The selection is based on type of research area selected. While secondary data will be collected from books, journal articles, websites and reports published by and for government of Abu Dhabi in reference to strategic management and initiatives for entrepreneurship.

Data Analysis

The researcher will use spreadsheets of MS Excel for the analysis of qualitative primary data. The researcher will divide data into broad thematic areas and then analyze the data

under the thematic areas. Analyzed data will be presented in descriptive form and will be discussed with the help of literature reviewed. The quantitative data will be entered and analyzed by using SPSS. Tables and graphs will be generated from the quantitative data and will be included in the results. The findings will be discussed with the help of literature.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

Abu Dhabi City, United Arab Emirates

This study will be conducted in Abu Dhabi town which is capital of the United Arab Emirates. The researcher will collect primary data from the representatives of participating organizations in Abu Dhabi city.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

The study will be conducted outside of the UK but in the home country of the researcher. The researcher is citizen of the United Arab Emirates. The researcher is native Arabic speaker and has native level of knowledge about the norms, values and beliefs under practice in the country. The researcher is working on a senior position in a public sector

organization of the UAE and has complete knowledge about the consequences if anyone does not follow the laws. The researcher is aware that legal permissions to conduct a study in the United Arab Emirates are vital thus the researcher has obtained permission letters from the participating organizations of Abu Dhabi. The researcher understands that the authority of a researcher is always accompanied by an ethical responsibility to guide, protect and oversee the interests of the people being studied. The researcher will follow all ethical obligations part of standard research practices in the social science as well as in the field of business management research. The researcher will make sure that no ethical rules have been broken or taken for granted during the process of this study. The researcher will communicate the purpose of research to relevant authorities and stakeholders and will follow the rights of participants and environment protection approach during this study. The researcher will inform the participants that their participation in this study is voluntary and they have no obligation or pressure to participate in the study. Moreover, they will be informed that their personal information will not be disclosed by the researcher. Furthermore, the researcher will clearly inform them that they have choice to not answer a question if they do not want to answer. Similarly they will be informed that they can quit an interview at any stage and they can ask any question form the researcher to make themselves clear about the purpose of their participation as well as purpose of this research. The researcher has already obtained permission from the participating organizations (permission letters are attached along with this form). The researcher will follow all cultural and social norms during the process of data collection e.g. wearing local dress, communicating in the local language, greeting according to the native practices, showing hospitality according to the local norms and thanking at the end of interviews.

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	<input checked="" type="checkbox"/>
	YES	<input type="checkbox"/>
If Yes, please provide details here of how you will gain access to specific documentation		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Adults (over the age of 18 and competent to give consent)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vulnerable adults?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Prisoners?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Young offenders?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
People engaged in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other – please indicate here: (this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	The study will collect data through semi-structured interviews and focus group discussions. The sample size for semi-structured interviews is 100 while numbers of participants for focus group

	<p>discussions will be 30. Thus total expected number of participants is 130 including the participants of semi-structured interviews and participants of focus groups.</p> <p><i>(this box should expand as you type)</i></p>
<p>Who will the participants be?</p>	<p>Participants of this study will be people who they are part of strategic planning and implementation at higher level for government of Abu Dhabi and members of semi-government organizations, and non-government organizations working in the country for the social wellbeing.</p> <p><i>(this box should expand as you type)</i></p>
<p>How will you identify the participants?</p>	<p>The participants will be identified through the level of their involvement in the strategic planning of Abu Dhabi government and their role in the social entrepreneurship related initiatives of Abu Dhabi Government. The researcher will interact with the potential participants and share project information in written as well as a briefing on the project and their participation by explaining that their participation is voluntary and they have no obligation to participate. The researcher will provide them with a consent form to give their willingness to participate in the study. The researcher will also coordinate with the participants for their availability for approximately 30 minutes for interview participants and 60 to 70 minutes for the focus group discussions.</p> <p><i>(this box should expand as you type)</i></p>

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you obtain written consent for participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If the research is observational, will you ask participants for their consent to being observed?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is specialist electrical or other equipment to be used with participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Are there any financial or other interests to the investigator or University arising from this study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If YES to any question, please provide full details			

(this box should expand as you type)

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

No

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant: This study does not contain any potential emotional distress for the participants not the financial disclosure or physical harm. This study will not collect or transfer personal data or sensitive organizational information. There is a pandemic in the form of Covid-19 which is also known as coronavirus.

(this box should expand as you type)

How will you mitigate the Risk to Participant

The researcher has already obtained permission from the participating organizations. The researcher will inform the participants about the preventive measures including use of hand sanitizer after hand shake and use of face masks to prevent from the possible infection. The researcher will keep extra face masks, hand sanitizer, and pairs of gloves for the participants.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
<p>Risk to Investigator:</p> <p>The researcher is native with complete understanding about the local norms, values, beliefs, and cultural practices. The researcher has no issue in mobility within the area of research as well as other parts of the country. There are no risks related to physical harm, emotional distress, risk of accusation of harm/apriority, or any conflict of interest. There is no such risk for the investigator in this study. The researcher will, however, get updates about the traffic and roads before mobility and plan activities with surplus time for the safe mobility. Currently there is a risk of coronavirus in many countries and few cases have been identified in the UAE as well. There is a need to take measures and precautions to prevent from the novel virus.</p> <p>The study will be conducted in the home country of the researcher and the researcher has in-depth knowledge and complete understanding about the cultural and social norms of interacting people, manners of formal and informal meetings, ways to greet people especially the way to welcome someone and see off.</p> <p>(this box should expand as you type)</p>	<p>How will you mitigate the Risk to Investigator:</p> <p>The researcher is totally aware about the traffic rules of the country and knows about all areas of Abu Dhabi. The researcher will not plan any activity in any disaster prone area such as seashore under storm etc. The researcher will follow the instructions and information shared by Ministry of Health and World Health Organization/ other competitive authorities for the interaction with people to prevent from the risk of Covid-19 Coronavirus.</p> <p>The researcher will follow local norms of interacting people to avoid any misunderstanding during the process of data collection. Moreover, the researcher will welcome the participants with warm local style and spend few minutes in greetings as part of local cultural norms.</p> <p>(this box should expand as you type)</p>
University/institutional risks	
For example: adverse publicity, financial loss, data protection	
<p>Risk to University:</p> <p>Potential risks for the university could be if the researcher share false information with the participants.</p> <p>(this box should expand as you type)</p>	<p><i>How will you mitigate the Risk to University:</i></p> <p>The researcher will not share any false information with the participants as well as potential participants. The researcher will inform them about the topic, objectives and aim of the study and also share contact information of the university/supervisor (as per the university policy) so that the participants would be able to communicate with the university in case they have any complaint or they want to confirm that the researcher is student of the university or not.</p>

	(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?
<p>The participants of the research will receive verbal feedback at the time of interview/focus group discussion. The feedback from the researcher will be based on the words for thanks and appreciation for their participation. A formal letter of thanks will be sent by the researcher to all participants through email after completing data collection and data analysis.</p> <p>(this box should expand as you type)</p>
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
A written information sheet and consent form will be shared with the participants prior to start data collection. The information related to the study and the rights of the respondents will be

mentioned in the information sheet. The participants will be requested to read the information sheet and then sign the consent form. They will be also informed that they can ask any question in their mind to make them clear about their participation. The participants will be informed about the need of audio recording and audio recording will take place in consent with the participants. The researcher will be available to answer the questions of the participants. Data collection will be started after receiving consent forms signed by the participants.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

The researcher understands the confidentiality of the information. The researcher will not include names of the participants in interviews and the focus groups. The participants of the focus groups will be given codes and the researcher will mention code of the participants in the notes instead of their names. Similarly, the researcher will not include the names of participants for in-depth interviews. The researcher will strictly follow the ethical roles for confidentiality of the data and personal information of the participants.

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University’s Research Data Management Policy and the extensive resources on the University’s Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
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<p>“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If YES, provide a description of the data and explain why this data needs to be collected:</p>		
<p>(this box should expand as you type)</p>		
<p>Does it involve special category data (as defined by the GDPR)?</p>	<p>YES</p>	<p>NO</p>
<p>“Special category data” means sensitive personal data consisting of information as to the data subjects’ –</p> <ul style="list-style-type: none"> (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes), 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>If YES, provide a description of the special category data and explain why this data needs to be collected:</p>		
<p>(this box should expand as you type)</p>		
<p>Will the research activity involve storing personal data and/or special category data on one of the following:</p>	<p>YES</p>	<p>NO</p>
<p>Manual files (i.e. in paper form)?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>University computers?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Private company computers?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Home or other personal computers?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Laptop computers/ CDs/ Portable disk-drives/ memory sticks?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>“Cloud” storage or websites?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>Other – specify:</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sharing of data with others at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sharing of data with other organisations?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Export of data outside the European Union or importing of data from outside the UK?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Publication of data that might allow identification of individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Use of data management system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Data archiving?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
<p>Access to data generated by the research activity will remain only to the researcher. The researcher will make sure that the collected data will remain under the custody of the researcher and no one other than the researcher will get access to the data.</p>		

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

The data will remain under the custody of the researcher. The researcher will keep all primary data in secure way to make sure that no one can access the data. As mentioned above, the researcher will not collected any personal information of the participants. Thus it would not possible for anyone to trace the participants through data sets.

(this box should expand as you type)

Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Collected data will be entered on MS Excel spread sheets and the spreadsheets will remain in the personal computer of the researcher. The personal computer of the researcher required two way authentication first retina control access to the window access of the computer and second password controlled access to the hard drive of the computer. This will protect the access. Data will remain with the researcher until the completion of this study.

(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

N/A

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see <https://www.uwtsd.ac.uk/library/research-data-management/>)

YES

NO

Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	<input checked="" type="checkbox"/>
	NO	<input type="checkbox"/>

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <https://www.uwtsd.ac.uk/research/research-ethics/>

Signature of applicant:	Ali Al Dhaheri	Date: 11 March 2020
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For STUDENT Submissions:

Director of Studies/Supervisor:	Jonathan Liu	Date: 11 March 2020
Signature:	Jonathan Liu	

For STAFF Submissions:

Academic Director/ Assistant Dean:		Date:
Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

<input checked="" type="checkbox"/>	I have read the guidance notes supplied before completing the form.
<input checked="" type="checkbox"/>	I have completed ALL RELEVANT sections of the form in full.
<input checked="" type="checkbox"/>	I confirm that the research activity has received approval in principle
<input type="checkbox"/>	I have attached a copy of final/interim approval from external organisation (where appropriate)
<input type="checkbox"/>	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT

<input checked="" type="checkbox"/>	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
<input checked="" type="checkbox"/>	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
<input checked="" type="checkbox"/>	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Research Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Institutes**. Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.