

# مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



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جامعة حائل

## مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

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## نبذه عن المجلة

### تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حيث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نجحت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

### رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

### رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

### أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

## قواعد النشر

### لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

### مجالات النشر في المجلة

تتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

### أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجالات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

### ضوابط وإجراءات النشر في مجلة العلوم الإنسانية

#### أولاً: شروط النشر

1. أن يتسم بالأصالة والجدة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

### ثانياً: قواعد النشر

1. أن يشمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه.
3. في حال اعتماد نشر البحث تقول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوم مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

### ثالثاً: الضوابط والمعايير الفنية لكتابة وتنظيم البحث

1. ألا تتجاوز نسبة الاقتباس في البحوث (25%).
2. الصفحة الأولى من البحث، تحتوي على عنوان البحث، اسم الباحث أو الباحثين، المؤسسة التي ينسب إليها - جهة العمل، عنوان المراسلة والبريد الإلكتروني، وتكون باللغتين العربية والإنجليزية على صفحة مستقلة في بداية البحث. الاعلان عن أي دعم مالي للبحث - إن وجد. كما يقوم بكتابة رقم الهوية المفتوحة للباحث ORCID بعد الاسم مباشرة. علماً بأن مجلة العلوم الإنسانية تنصح جميع الباحثين باستخراج رقم هوية خاص بهم، كما تتطلب وجود هذا الرقم في حال إجازة البحث للنشر.
3. ألا يرد اسم الباحث (الباحثين) في أي موضع من البحث إلا في صفحة العنوان فقط..
4. ألا تزيد عدد صفحات البحث عن ثلاثين صفحة أو (12.000) كلمة للبحث كامل أيهما أقل بما في ذلك الملخصين العربي والإنجليزي، وقائمة المراجع.
5. أن يتضمن البحث مستخلصين: أحدهما باللغة العربية لا يتجاوز عدد كلماته (200) كلمة، والآخر بالإنجليزية لا يتجاوز عدد كلماته (250) كلمة، ويتضمن العناصر التالية: (موضوع البحث، وأهدافه، ومنهجه، وأهم النتائج) مع العناية بتحريرها بشكل دقيق.
6. يُتبع كل مستخلص (عربي/إنجليزي) بالكلمات الدالة (المفتاحية) (Key Words) المعبرة بدقة عن موضوع البحث، والقضايا الرئيسية التي تناولها، بحيث لا يتجاوز عددها (5) كلمات.

7. تكون أبعاد جميع هوامش الصفحة: من الجهات الأربعة (3) سم، والمسافة بين الأسطر مفردة.
  8. يكون نوع الخط في المتن باللغة العربية (Traditional Arabic) وبحجم (12)، وباللغة الإنجليزية (Times New Roman) وبحجم (10)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).
  9. يكون نوع الخط في الجدول باللغة العربية (Traditional Arabic) وبحجم (10)، وباللغة الإنجليزية (Times New Roman) وبحجم (9)، وتكون العناوين الرئيسية في اللغتين بالبنط الغليظ. (Bold).
  10. يلتزم الباحث برومنة المراجع العربية (الأبحاث العلمية والرسائل الجامعية) ويقصد بها ترجمة المراجع العربية (الأبحاث والرسائل العلمية فقط) إلى اللغة الإنجليزية، وتضمنها في قائمة المراجع الإنجليزية (مع الإبقاء عليها باللغة العربية في قائمة المراجع العربية)، حيث يتم رومنة (Romanization / Transliteration) اسم، أو أسماء المؤلفين، متبوعة بسنة النشر بين قوسين (يقصد بالرومنة النقل الصوتي للحروف غير اللاتينية إلى حروف لاتينية، تمكن قراء اللغة الإنجليزية من قراءتها، أي: تحويل منطوق الحروف العربية إلى حروف تنطق بالإنجليزية)، ثم يتبع بالعنوان، ثم تضاف كلمة (in Arabic) بين قوسين بعد عنوان الرسالة أو البحث. بعد ذلك يتبع باسم الدورية التي نشرت بها المقالة باللغة الإنجليزية إذا كان مكتوباً بها، وإذا لم يكن مكتوباً بها فيتم ترجمته إلى اللغة الإنجليزية.
- مثال إيضاحي:

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Al-Shammari, Ali bin Issa. (2020). The effectiveness of an electronic program based on the Keeler Model (ARCS) in developing the motivation towards my language subject among sixth graders. (in Arabic). *Journal of Human Sciences, University of Hail*. 1(6), 98-87

السميري، ياسر. (2021). مستوى إدراك معلمي المرحلة الابتدائية للإستراتيجيات التعليمية الحديثة التي تلي احتياجات التلاميذ الموهوبين من ذوي صعوبات التعلم. المحلة السعودية للتربية الخاصة، 18(1): 48-19.

Al-Samiri, Y. (2021). The level of awareness of primary school teachers of modern educational strategies that meet the needs of gifted students with learning disabilities. (in Arabic). *The Saudi Journal of Special Education*, 18 (1): 19-48.

11. يلي قائمة المراجع العربية، قائمة بالمراجع الإنجليزية، متضمنة المراجع العربية التي تم رومنتها، وفق ترتيبها الهجائي (باللغة الإنجليزية) حسب الاسم الأخير للمؤلف الأول، وفقاً لأسلوب التوثيق المعتمد في المحلة.
12. تستخدم الأرقام العربية أينما ذكرت بصورتها الرقمية. (1,2,3... Arabic) سواء في متن البحث، أو الجداول والأشكال، أو المراجع، وترقم الجداول والأشكال في المتن ترقيماً متسلسلاً مستقلاً لكل منهما، ويكون لكل منها عنوانه أعلاه، ومصدره - إن وجد - أسفله.
13. يكون الترقيم لصفحات البحث في المنتصف أسفل الصفحة، ابتداءً من صفحة ملخص البحث (العربي، الإنجليزي)، وحتى آخر صفحة من صفحات مراجع البحث.

14. تدرج الجداول والأشكال- إن وجدت- في مواقعها في سياق النص، وترقم بحسب تسلسلها، وتكون غير ملونة أو مظلمة، وتكتب عناوينها كاملة. ويجب أن تكون الجداول والأشكال والأرقام وعناوينها متوافقة مع نظام APA-

## رابعاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

## خامساً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:  
أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشرة في المجلة، أو الاعتذار للباحث لعدم قبول البحث.  
ب. البحث الذي تقدمت به ليس مستلاً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلاً من الرسائل العلمية للماجستير أو الدكتوراة.  
ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.  
د. مراعاة منهج البحث العلمي وقواعده.

هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية كما هو في دليل الكتابة العلمية

### المختصر بنظام APA7

2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقدير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك

7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يُخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغي.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
  - أ. قبول البحث للنشر مباشرة.
  - ب. قبول البحث للنشر؛ بعد التعديل.
  - ج. تعديل البحث، ثم إعادة تحكيمه.
  - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث.
13. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم.
14. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
15. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
16. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر.
17. ترسل المجلة للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
18. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

## المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. عبد العزيز بن سالم الغامدي

## هيئة التحرير

رئيس هيئة التحرير

أ. د. بشير بن علي اللويش

أستاذ الخدمة الاجتماعية

أعضاء هيئة التحرير

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## The role of social entrepreneurship in improving quality of life from the point of view of social work students: A field study

دور ريادة الأعمال الاجتماعية في تحسين جودة الحياة من وجهة نظر طلبة الخدمة الاجتماعية: دراسة ميدانية

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### الملخص

ريادة الأعمال الاجتماعية هي حافز للتغيير الاجتماعي الإيجابي، وأحد محركات التنمية المستدامة، الذي يساهم في تنمية رأس المال البشري، ومن هنا تسلط الدراسة الحالية الضوء على ريادة الأعمال الاجتماعية ومساهمتها في تحسين نوعية حياة الأفراد والمجتمعات، ولذلك فإن الهدف الرئيس للدراسة هو تحديد دور ريادة الأعمال الاجتماعية في تحسين نوعية الحياة من وجهة نظر طلبة الخدمة الاجتماعية، ولذلك اعتمدت الدراسة على النوع الوصفي التحليلي وذلك باختيار عينة عشوائية قوامها 500 طالب وطالبة من أقسام الخدمة الاجتماعية في ست جامعات سعودية. وأظهرت النتائج أن المتوسط العام لجودة الحياة لدى طلبة الجامعة في عينة الدراسة بلغ 89.5 % بمتوسط حسابي 2.68، وجاءت جودة الحياة التعليمية في المرتبة الأولى بنسبة 97 %، تليها جودة الحياة المهنية بنسبة 93.3 %، وجودة الحياة الأسرية بنسبة 90.3 %، ونوعية الحياة الذاتية بنسبة 77.6 %. ومن ثم توصي الدراسة بإقامة شراكات استراتيجية بين الجامعات السعودية ومؤسسات ريادة الأعمال التي تنفذ وتدير المشاريع الاجتماعية لريادة الأعمال، وبالتالي تمكين طلاب وطالبات الخدمة الاجتماعية من المشاركة في هذه المشاريع واكتشاف ثقافة ريادة الأعمال الاجتماعية.

الكلمات المفتاحية: ريادة الأعمال الاجتماعية، رواد الأعمال الاجتماعية، جودة الحياة، الخدمة الاجتماعية.

### Abstract

Social entrepreneurship is a catalyst for positive social change, drivers of sustainable development, and an enabling environment for human capital development. Hence, social entrepreneurship is a key driver for improving the quality of life of people and communities. The current study aimed to determine the role of social entrepreneurship in improving quality of life from the perspective of social work students. Specifically, the study employed a descriptive analytical approach to determine the role of social entrepreneurship in improving quality of life by selecting a random sample of 500 male and female students from social work departments at six Saudi universities. The results study revealed that the general average quality of life among the university students in the study sample was 89.5%, with an arithmetic average of 2.68. Educational quality of life was the highest (97%), followed by professional quality of life (93.3%), family quality of life (90.3%), and subjective quality of life (77.6%). The study recommends the establishment of strategic partnerships between Saudi universities and entrepreneurial organisations that implement and manage social projects for entrepreneurship, thus enabling students to participate in these projects and discover the culture of social entrepreneurship.

**Keywords:** Social entrepreneurship, social entrepreneurs, quality of life, social work

## 1. Introduction:

The idea of social entrepreneurship (SE), which encompasses sustainable development and its targets throughout the world, has become increasingly important in society (Olusi et al., 2023, p. 293), especially given the ongoing social, economic, and environmental challenges, such as globalisation, climate change, demographic shifts, and inequality (Wihlenda et al., 2023: 1). In today's increasingly globalised business world, creative and innovative youths play a vital role in presenting new entrepreneurial ideas, with the aim of improving and developing societies on the one hand and developing themselves, their social selves, and their quality of life on the other hand. Thus, SE has profound effects on society and individuals alike in terms of establishing new industries, building new business models, and redirecting resources to solve societal problems as well as building individuals' social selves and improving their quality of life. Hence, entrepreneurship is an innovative approach for improving the livelihoods and economic independence of young people, integrating them into changing labour markets and helping to create promising job opportunities (Tam et al., 2021).

Accordingly, entrepreneurship has been acknowledged as a key approach for alleviating social problems. In addition, it is recognised as an important strategy for youth empowerment and development. Entrepreneurship is a new mechanism for social innovation. It promotes social and economic well-being and improves the quality of life in modern societies by providing social welfare services in an innovative manner that reflects actual human needs (Rashid et al., 2018). It is crucial to foster and support entrepreneurial behaviour and a culture that supports entrepreneurship within social institutions to adapt to constantly changing environmental conditions, meet the different requirements of customers (Ince et al., 2023).

SE for young people is a positive and promising way to create job opportunities, return marginalised youths to the economic market, and develop their sense of meaning and belonging. The latter is particularly important, as it can help to address social and psychological problems that may arise from unemployment and facilitate the development of life skills and experiences that may contribute positively to other life events and challenges. SE also facilitates the development of innovation and resilience among young people, stimulates the economic activities of society

through innovative goods and services, and ultimately helps young people with upward social mobility, driving them out of poverty and improving their quality of life. Therefore, SE is an important strategy for creating job opportunities for young people and enhancing their presence in the labour market (Tam et al., 2021: 2502).

As a catalyst for positive social change and a driver of sustainable development, SE creates an environment conducive to innovation and creativity that requires awareness and understanding on the part of youths, thereby contributing to the development of human capital (Lee & Mirza, 2017). SE leads to economic and social value, allowing individuals to focus on achieving social goals. It is a major driver for improving the quality of life of people and societies in the face of rapid economic and social changes and a turbulent and competitive global environment. The quality of life of young people is impacted by their material resources and skills, which can either have a positive effect on their lives (e.g. enjoying a state of luxury) or a negative effect (e.g. they are discriminated against and feel insecure) (Zainea et al., 2020: 69). Hence, entrepreneurship is a mechanism for creating job opportunities, encouraging active investment, and promoting per capita income growth.

Overall, the relationship between SE and quality of life has become a topic of interest to researchers in recent decades. SE contributes to improving the quality of human life by combining resources to meet diverse social needs through its socially oriented purposes and missions and its innovative, proactive, and altruistic dimensions. These goals are met by drawing on the problem-solving skills of individuals and organisations to find innovative solutions to social challenges.

The present study is important for several reasons:

1. Developments in SE research have attracted increasing academic interest, especially in social work research in Arab universities in general and in Saudi universities specifically. There is a growing trend in Saudi universities toward an interest in SE, with the aim of developing the skills and capabilities of university student entrepreneurs, which motivated us to address this issue.
2. With the social and economic challenges experienced by all countries throughout the world, there is a growing need to encourage

more sustainable business models, which include SE and investment in the human quality of life. This requires designing social support programmes and capacity development through the professional practice of social work, which entails conducting research to improve professional practices and direct student energy toward SE in university education programmes. This is expected to enhance the education of SE among youth.

3. The present study can help to support Saudi universities in establishing training and SE education programmes, with the aim of developing students' capabilities and human capital to meet social challenges and create a better quality of life. Since the university stage is the period in which professional and life trends and inclinations are formed, the value of the current study lies in its provision of an accurate description of the features of quality of life from the perspective of male and female social work students. This will enable professional social workers to build effective social intervention programmes and contribute further to this research field.
4. SE is an important research area, and there is growing interest in advancing knowledge regarding this phenomenon. The increasing number of articles, publications, and studies in recent years confirms the emergence of a new field, which is rapidly gaining ground and aims to respond to a new reality. These research trends coincide with the goals of social work of helping people solve their social problems and satisfy their needs.

## **2.The Study Problem:**

SE is receiving increasing attention from researchers and practitioners. While social projects are known to contribute to economic growth and social innovation, the study of the impact of SE on improving the quality of life of young people has received little attention (Kimakwa et al., 2023). SE can address the sustainability challenges faced by non-profit organisations by supporting a sustainable social impact and the creation of sustainable social value (Medine & Coy, 2023). Entrepreneurship in developing countries drives economic development forward and creates a sustainable environment for economic growth. Such activities can contribute significantly to improving living standards and lowering unemployment rates in general (Cockalo et al., 2020).

Today, young people are launching SE initia-

tives to work toward 'a common goal of making the future a better, safer, and fairer place for all'. SEs, unlike for-profit entrepreneurs, are motivated by the social impact mission and focus on providing societal value rather than on creating private value or personal economic gain. In addition, SEs are entrepreneurial leaders who devise solutions to alleviate society's most pressing problems. They work to improve individual and community well-being and quality of life by creating positive changes that affect the well-being of people and communities (Bublitz et al., 2021).

SE has a positive impact on quality of life for a variety of reasons, such as ensuring initial material conditions, creating job opportunities for disadvantaged people, increasing the level of education, improving the health system, and protecting the environment (Zainea et al., 2020, p. 70). Entrepreneurship generates opportunities and charitable work, resulting in a sustainable cycle of social, economic, and institutional development (Gupta et al., 2020, p. 210). Hence, SE is vital for job creation, innovation, economic revitalisation, economic prosperity, growth, and community participation (Maleki et al., 2023: 45).

Based on existing research, there is an increasing level of awareness that the availability of work, the fair distribution of income, and economic development are important indicators of quality of life. In other words, economic growth is necessary to improve the quality of life of young people. While increases in per capita income play a vital role in meeting basic needs, they do not automatically translate to an improved quality of life, as the satisfaction of basic needs is a necessary, but not sufficient, condition for a high quality of life. Hence, this study utilises several indicators to determine quality of life, including educational, vocational, and psychological indicators.

In addition, attention is directed to the definition of quality of life in the Kingdom of Saudi Arabia's (KSA) Vision 2030, which focusses on the human element, its development, and investment in it. This involves the quality of life and aspirations of Saudi youths, which requires improving their demographic, social, and psychological characteristics. This is especially important because the percentage of Saudi youth exceeds 29% of KSA's total population.

The quality of life of young people is reflected in their rates of social, economic, and psychological empowerment. The adoption of entrepreneurial behaviour can help youths change the



quality of their lives by learning to take risks, create, innovate, and initiate. Currently, 9% of Saudi university education institutions provide entrepreneurship courses (Al-Mikhlaifi, 2017: 574).

The social work departments in Saudi universities play an important role in consolidating and disseminating entrepreneurial thought, especially regarding SE. They support students who specialise in social work by developing their capabilities and skills in a way that fosters a culture of entrepreneurial work and community service. In turn, this supports Saudi Arabia's broader work toward achieving sustainable development (Gonzalez & Montoya, 2023; Sriwahyuni, 2023).

SE requires vocational preparation and skills training based on a value system that supports positive values, human capabilities, innovation, and creativity through academic courses that consolidate these ideas as well as field work programmes. The present study shows that the philosophy of teaching social work converges with the philosophy of SE, which is based on creativity, innovation, initiative, upholding positive social values, learning entrepreneurial thinking skills, building social capital, and taking risks. Accordingly, the study seeks to answer the following question: What is the role of SE in improving the quality of life from the perspective of male and female social work students?

### 3.Objectives of the Study

- 1) To identify the entrepreneurial activities and features of entrepreneurial motives prevalent among social work students.
- 2) To determine the culture of pioneering work among social work students.
- 3) To determine the features of quality of life that are considered important by social work students.
- 4) To examine the role of social work departments in developing pioneering work among social work students.

### 4.Study Questions

- 1) To what extent do social work departments contribute to the development of pioneering work among social work students?
- 2) What are the prevailing entrepreneurial activities in the study sample?
- 3) What are the elements of entrepreneurial work culture prevalent among the study

sample?

- 4) What are the features of quality of life identified in relation to social work students?
- 5) To what extent do social work departments contribute to the development of pioneering work among social work students?

## 5.Study Concepts

### 5.1 Social Entrepreneurship

In recent years, SE has received a significant amount of attention. However, the lack of a unified model in this field has led to the spread of many definitions. Moreover, several approaches to this phenomenon as well as different schools of thought have emerged in various regions of the world. Specifically, there seems to be a difference between the American and European concepts of SE.

Entrepreneurship in general can be defined as a process of creating value by searching for and creating opportunities, with the further aim of collecting resources to achieve new and different benefits from these opportunities (Kapusuz et al., 2018: 76). More specifically, SE is an entrepreneurial activity that contributes to the generation of social value (Guadano & Lopez, 2023). Hence, SE embodies quality and social innovation (Daskalopoulou et al., 2023). It is also one of the pillars of the social sciences, given their objective of identifying innovative solutions to societal issues (McIntyre et al., 2023).

Thus, SE is an innovative approach for dealing with complex social needs within the broader notion of entrepreneurship. Any form of entrepreneurship involves recognising opportunities, identifying business ideas, identifying the resources needed to bring a business idea to life, and obtaining and managing these resources (Ince et al., 2023: 33). In this context, SE is a process that involves the creative use of a pool of resources to pursue opportunities to catalyse social change or meet social needs (Zainea et al., 2020: 60). Therefore, SE focusses on social impacts rather than on profit accumulation. It involves activities and processes undertaken to discover, identify, and exploit opportunities to enhance social wealth by creating new projects or managing existing organisations in an innovative way. As such, SE is one of the most effective strategies for solving societal problems, including unemployment, at all levels of society and in both urban and rural areas (Ravesangar et al., 2023: 6).

## 5.2 Social Work

Mirshad Rahman (2021) defined social work as an academic discipline and practice-based profession that cares for individuals, families, and communities in an effort to enhance social functioning and general well-being. Social work is the way people fulfil their social roles and serve the structural institutions that are provided to support them.

According to Abigail et al. (2016), social work is one of the branches of social sciences, which includes applications of social theory and includes social research methods. The aim of social work is to improve societal conditions and the surrounding environment in general by studying the lives of individuals, groups, and societies. It is closely linked with the other branches of social sciences and seeks to achieve social and humanitarian justice and improve human living conditions.

## 5.3 Quality of Life

In this study, quality of life is defined as a combination of a person's life conditions or lifestyle, his or her satisfaction with its various aspects, and his or her personal goals and values. Individual attitudes toward life are based on personal evaluations of individual lifestyles and components of life. Scientists have linked satisfaction to different aspects of life and found that an individual is happier and more satisfied with his or her own life if he or she is satisfied with certain components, including health, work, family, and work-life balance (Peters et al., 2019; 2016). Quality of life has specifically been defined as follows:

A state of well-being that is a composite of two components: the ability to perform daily activities that reflect psychological, social, and physical well-being, and the individual's satisfaction with performance levels. Quality of life is also seen as a person's sense of well-being that stems from satisfaction or lack thereof.

Quality of life also refers to satisfaction with areas of life that an individual considers important or an individual's perception of their situation in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and interests. Quality of life also entails a sense of integrity and meaning in life as well as a sense of belonging in an individual's social network (Zainea et al., 2020: 67).

## 6.Literature Review

Al-Abbasi (2017) sought to identify the impact of the trend toward entrepreneurial behaviour on the relationship between quality of life and the intention to start an entrepreneurial project. The authors designed and distributed a survey to a sample of 350 male and female students in the business administration departments of five universities. The study concluded that the most important dimensions of quality of life influencing the intention to start an entrepreneurial project are positive influences and interaction with those in charge of teaching.

Berzin et al. (2018) explored the social intervention approach to youth development, which supports leadership and job readiness through entrepreneurship. The study examined an enterprise development programme for low-income youths through a questionnaire. The results showed an association between the programme and project management skills, which in turn were associated with youth leadership. Further, the results revealed the existence of a relationship between the programme and financial literacy, which was associated with an increase in future orientation. Overall, the study provided early evidence of entrepreneurship and project creation as mechanisms for supporting marginalised youth.

Another study by Abdullah (2020) focussed on the general practice of social work and the development of SE skills among university youths. The study aimed to determine the effectiveness of a professional intervention using the general practice of social work to develop entrepreneurial skills among university students. The study was conducted on a deliberate sample of 15 young university students at the Higher Institute of Social Work in Qena. The study followed a semi-experimental approach, which relies on one experimental group. A vocational intervention programme lasting eight weeks was applied based on the general practice of social work. The results showed that the intervention had statistically significant positive effects in post-measurement. The author concluded that a vocational intervention based on social work is an effective way to develop entrepreneurial skills among university youths (Abdullah, 2020).

In a related vein, Nguyen (2020) explored the impact of environmental support factors for entrepreneurship on the self-efficacy of university students, based on the assumptions that entrepreneurship is beneficial to economic growth and

technological progress and that the entrepreneurial process is shaped by the existence of an entrepreneurial environment. Therefore, the study attempted to test the effect of some elements of environmental cognitive support on the self-efficacy of entrepreneurship. A cross-sectional research design was adopted based on a quantitative questionnaire approach. The sample consisted of 350 students from six universities of business and economics. The results of the multiple regression analysis revealed that the environments' support factors, including perceived financial and non-financial support and social support, were closely related to students perceived entrepreneurial self-efficacy. The study emphasised the need for governments to promote policies that encourage entrepreneurship among university students (Nguyen, 2020).

Within the same timeframe, Bakri (2020) examined a professional intervention of community organisations to spread the culture of entrepreneurship among university youth. They hypothesised that there was a statistical relationship between the professional intervention method of community organisation and the dissemination of entrepreneurship culture among university youths to reduce unemployment, which was reflected in a positive trend toward entrepreneurship. The study concluded that there were statistically significant differences between the mean pre- and post-measurement scores of the experimental group with respect to the development of positive attitudes regarding entrepreneurship (Bakri, 2020).

A subsequent study by Ong et al. (2021) explored the role of SE in youth development. The objective was to examine how youths' participation in SE activities helps develop their sense of purpose in life. Using data from semi-structured interviews of 27 young men along with participants' observations, the study showed that SE contributed to the development of the youths' goals by fostering social conscience, positive social cohesion and ability, as well as the development of personal characteristics.

In Aguirre et al.'s (2021) study on innovative entrepreneurship and quality of life, the main objective was to establish causal relationships between entrepreneurship variables, such as credit, innovation, business growth, foreign direct investment, and the global competitiveness index, and to determine how they affected the development of the country. The findings indicated that SE is one of the most effective mechanisms

for change, which can help overcome major social challenges. Specifically, the results showed that there was a significant and positive statistical relationship between the variables related to entrepreneurship and quality of life.

Puciato et al. (2021) studied the socio-economic determinants of the health-related quality of life of entrepreneurs. The authors conducted a survey with a group of 616 entrepreneurs selected from among 4,332 individuals (2,276 women and 2,056 men) who participated in a study on the socio-economic determinants of quality of life and physical activity of the working-age population in Poland. The results showed that more than 66% of the entrepreneurs rated their overall quality of life as average or above average, while about 34% rated it below average.

A more recent study by Zulkifle and Aziz (2023) examined the determinants of SE among 486 young men in higher education institutions. They used Hockerts's model as the theoretical framework for the study, which specifically considers empathy, self-efficacy, and social support. The results showed that social awareness, self-efficacy, and previous entrepreneurial experience are always important determinants of SE. Further, gender was found to play a moderating role in many relationships. Overall, the study revealed how entrepreneurial ideas can lead to the formulation of effective policies and programmes to encourage and empower new generations of social entrepreneurs.

## 7. Methodological Procedures

### 7.1 Type of Study

The present study adopted a descriptive analytical approach to examine the role of SE in improving quality of life from the perspective of male and female students in social work departments in some Saudi universities.

### 7.2 Study Methodology

A social survey methodology was used to determine the students' attitudes and practices related to pioneering work and its impact on improving their quality of life. The entrepreneurial activities of the study sample and their participation in the management of social projects and pioneering social work initiatives were monitored along with their voluntary partnerships with the private sector and civil society. The survey methodology was also useful for describing the elements of an entrepreneurial work culture, in-



cluding creativity, capacity development, and needs satisfaction. Further, the survey helped to identify the features of entrepreneurial behaviour exhibited by the study sample and monitor the role of social work departments in developing SE among their students. Finally, it allowed measuring the quality of life of the social work students.

### 7.3 Study Population and Sample

The study population consisted of male and female students from social work departments in six Saudi universities: King Saud University, King Abdulaziz University, Imam Muhammad bin Saud University, Umm Al-Qura University, Princess Noura University, and Hail University. A random sample of 500 male and female students was drawn from the different universities.

### 7.4 Study Tools

The study relied on a questionnaire, with responses provided on a three-point Likert scale. The overall aim was to measure quality of life from the point of view of male and female social work students from Saudi universities. The questionnaire included the sub-axes of entrepreneurial activities and behaviour, culture of entrepreneurial work, departments of social work and development of entrepreneurial work, SE, and quality of life. In addition, the researcher investigated the validity and reliability of the design, arbitration, and testing of the questionnaire (the stability was found to be 0.94).

### 7.5 Study Variables

The independent variable was SE (including projects, programmes, and initiatives), while the dependent variable was quality of life (including quality of subjective life, family life, educational life, and professional life).

### 7.6 Fields of Study

- 1) The human field of study was specified for the university youths (male and female) from the social work departments of the Saudi universities.
- 2) Regarding its spatial scope, the study was conducted at six Saudi universities: King Saud University, King Abdul Aziz University, Imam Muhammad bin Saud University, Umm Al-Qura University, Princess Noura University, and Hail University.
- 3) Regarding the time domain, the study was conducted from February 15, 2022, to March 15, 2022.

## 8.Results

### 8.1 Characteristics of the Study Sample

The sample was distributed according to the university of origin, academic estimate, academic level, gender, age, and economic level. The distribution of the sample was almost identical among the social work departments of the six universities, ranging from 16% to 17%, based on the validity of the forms that were returned to the researcher. The study sample was also distributed equally according to gender, with 250 males and 250 females. Regarding age, 38.4% were over 20 years old, 37.6% were 18–20 years old, and 24% were less than 18 years old. In terms of academic level, 40.2% of the students were in the seventh and eighth academic levels, followed by 30% in the fourth, fifth, and sixth academic levels and 23.8% in the first to third levels., followed by 19.8% with a low economic level and 19.4% with a high economic level. Finally, the academic evaluation of the sample was as follows: 44.8% were rated as very good, 26.6% as excellent, 22.8% as good, and 5.8% as fair.

### 8.2 Entrepreneurial Activities among the Study Sample

Table 1. Entrepreneurial Activities among the Study Sample.

N	Domains	Frequency		Response		Mean	Standard deviation
		Percentage	Agree	To some extent	Disagree		
1	Partnership with friends in managing social projects	Fer %	330 66	90 18	80 16	2.50	0.75
2	Participation in counselling centres to provide social advice	Fer %	215 43	110 22	175 35	2.08	0.88
3	Participation in pioneering social work initiatives	Fer %	440 88	25 5	35 7	2.81	0.54
4	Voluntary partnership with the private sector and civil society	Fer %	455 91	20 4	25 5	2.86	0.47
5	Partnership with the social work department in pioneering social projects	Fer %	330 66	85 17	85 17	2.49	0.77
Overall rating of entrepreneurial activity						2.55	0.75

Table 1 shows the entrepreneurial activities practiced by the study sample. Voluntary partnerships with the private sector and civil society ranked first, with an arithmetic mean of 2.86, followed by participation in initiatives for pioneering social work (2.81), partnerships with friends in managing social projects (2.50), partnerships with the Department of Social Work in pioneering social projects (2.49), and participation in counselling centres to provide social advice

(2.08). Positive trends in pioneering activities and practices, including the two approaches of improving capabilities and social empowerment, are reflected in the volume of opportunities that are available to these young people as well as in the volume of human capabilities and experiences they acquire, which relate to their quality of life.

### 8.3 Entrepreneurial Work Culture

Table 2. Entrepreneurial Work Culture

N	Elements of entrepreneurial culture	Frequency		Response		Mean	Standard deviation
		Percentage	Agree	To some extent	Disagree		
1	Pioneering work is innovative work based on creativity	Fer	450	40	10	2.88	0.38
		%	90	8	2		
2	Pioneering work provides promising opportunities in the labour market	Fer	440	35	25	2.83	0.49
		%	88	7	5		
3	Pioneering work helps in the optimal selection of projects	Fer	385	45	70	2.63	0.72
		%	77	9	14		
4	Entrepreneurship requires the development of personal abilities and skills	Fer	430	35	35	2.79	0.55
		%	86	7	7		
5	Entrepreneurship satisfies social needs	Fer	425	50	25	2.80	0.51
		%	85	10	5		
Overall rating of entrepreneurial culture						2.79	0.55

Table 2 presents data regarding the culture of entrepreneurial work among the study sample. The results align with those of Al-Moumin (2021), who found a high level of entrepreneurial awareness among students of the College of Social Sciences at Imam Muhammad bin Saud Islamic University. The components of this culture were such that entrepreneurial work was first and foremost considered innovative work based on creativity, with an arithmetic mean of 2.88, followed by entrepreneurial work that provides promising opportunities in the labour market (2.83) and entrepreneurship that satisfies social needs (2.80). According to the theory of basic needs, the latter is directly correlated with satisfying basic needs that promote social growth, a sense of satisfaction, and a better quality of life (Zulkifle & Aziz, 2023). The results in this section show that entrepreneurial ideas can lead to the formulation of effective policies and programmes to encourage and empower new generations of

social entrepreneurs. When more human capital is built for these young people, the better their perceived quality of life will be. Finally, entrepreneurial work that helps in the optimal selection of projects had a mean of 2.63.

These elements of the entrepreneurial work culture indicate positive normative attitudes among the sample toward entrepreneurial work. Social work is performed from the perspective of social empowerment to develop human competence and capabilities related to specialised knowledge and professional practice. Directing male and female students to invest in these capabilities can help them to achieve a high quality of life socially, psychologically, educationally, and professionally. Such efforts also include building social networks through SE projects and supporting innovation and creativity in their professional practices.

### 8.4 Features of Entrepreneurial Behaviour

Table 3. Features of Entrepreneurial Behaviour

N	Entrepreneurial behaviours	Frequency		Response		Mean	Standard deviation
		Percentage	Agree	To some extent	Disagree		
1	Ambitious and innovative	Fer	465	20	15	2.90	0.39
		%	93	4	3		
2	I trust myself and my professional and scientific abilities	Fer	450	25	25	2.85	0.48
		%	90	5	5		
3	I always persevere and take initiative in my social and professional life	Fer	455	20	25	2.86	0.47
		%	91	4	5		
4	I enjoy taking risks and planning for them	Fer	225	150	125	2.20	0.81
		%	45	30	25		
5	I feel socially responsible	Fer	355	110	35	2.64	0.61
		%	71	22	7		
Overall rating of entrepreneurial behaviour						2.69	0.63

Table 3 presents the features of entrepreneurial behaviour of the study sample. With regard to the practice of pioneering work, ambition and the ability to innovate came in first place, with an arithmetic mean of 2.90, followed by perseverance and permanent initiative in social and professional life (2.86), self-confidence and professional and scientific capabilities (2.85), a sense of social responsibility (2.64), and a sense of risk-taking (2.20). These results are largely consistent with those of Al-Abbasi (2017), who

found that positive entrepreneurial behaviour was associated with the quality of life of students in business administration departments. Clearly, the features of entrepreneurial behaviour are related to capabilities, and thus it is important to build a society that maximises the capabilities of its members to live a life of their choice, thus improving their quality of life.

### 8.5 Departments of Social Work and Development of SE

**Table 4. Departments of Social Work and Development of SE**

N	Roles	Frequency Percentage	Response			Mean	Standard deviation
			Agree	To some extent	Disagree		
1	The department and its members adopt pioneering ideas	Fer %	430 86	45 9	25 5	2.81	0.50
2	The department motivates its students to move toward SE projects through specialised workshops and programmes	Fer %	330 66	60 12	110 22	2.44	0.83
3	The department encourages its students to increase their motivation towards pioneering work	Fer %	445 89	35 7	20 4	2.85	0.46
4	The department encourages its students to participate in pioneering initiatives and programmes	Fer %	450 90	20 4	30 6	2.84	0.50
5	The department provides logistical support to its students to market their entrepreneurial projects	Fer %	385 77	80 16	35 7	2.70	0.59
6	The department allocates field visits to social projects	Fer %	465 93	20 4	15 3	2.90	0.39
7	The department encourages its students to conduct research on SE	Fer %	460 92	30 6	10 2	2.90	0.36
<b>Overall mean of the axis</b>						<b>2.75</b>	<b>0.59</b>

The results in Table 4 show the role of social work departments in developing entrepreneurship among students. These results differ somewhat from those of Muhammad (2020), who reported that the role of social work education institutions in developing students' attitudes towards SE was mid-level. Instead, the results of the present study agree with those of the exploratory study by Aqab (2021), in which the participants were satisfied with their quality of life. Similarly, Puciato et al. (2021) reported that more than 66% of entrepreneurs rated their overall quality of life as average or above average. Most importantly, the department encouraged students to conduct research on SE, with an arithmetic average of 2.90, followed by the allocation of field visits to social projects (2.90), the department urging students to increase their motivation for entrepreneurial work (an arithmetic mean), the

department urging students to participate in entrepreneurial initiatives and programmes (2.84), the department and its members adopting pioneering ideas (2.81), the department providing logistical support to students to market their entrepreneurial projects (2.70), and the provision of workshops and specialised programmes (2.44). The results of the current study converge with those reported by Abdullah (2020), who clarified the impact of using the general practice of social work in developing the entrepreneurial skills of university youths. It appears that there are multiple ways of building human capacities and social empowerment, which relate to the preparation and professional practice of the specialisation, including field work for social projects as well as conducting research on SE.

### 8.6 The Quality of Subjective and Family Life among the Study Sample

**Table 5. The Quality of Own and Family Life among the Study Sample.**

N	Roles	Frequency Percentage	Response			Mean	Standard deviation
			Agree	To some extent	Disagree		
1	I control my emotions and control myself	Fer 225 % 45	60	12	215	2.02	0.94
2	I have the ability to make life and professional decisions	Fer 260 % 52	50	10	190	2.14	0.94
3	I feel social responsibility toward society and others	Fer 385 % 77	80	16	35	2.70	0.95
4	I feel good about myself	Fer 220 % 44	80	16	200	2.04	0.92
5	I face problems steadily and with great abilities	Fer 275 % 55	60	12	165	2.22	0.91
6	I feel satisfied with my family life	Fer 440 % 88	50	10	10	2.86	0.40
7	My social involvement has improved my family relationships	Fer 445 % 89	20	4	35	2.82	0.54
8	I prefer to spend my free time with my family	Fer 275 % 55	85	17	140	2.27	0.87
9	I enjoy a stable family life	Fer 450 % 90	10	2	40	2.82	0.55
10	My family satisfies all my basic and social needs	Fer 435 % 87	15	3	50	2.77	0.61
General average of the quality of personal and family life						2.52	0.76

Table 5 presents data on the quality of personal and family life of the study sample. The highest agreement was with the statement 'I feel social responsibility towards society and others', with an arithmetic mean of 2.70, followed by 'I face problems steadily and with great capabilities' (2.22), 'I have the ability to make life and professional decisions' (2.14), 'I feel satisfied with myself' (2.04), and 'I control my emotions and control myself' (2.02). These results are in line with those reported by Ong et al. (2021), which indicated that SE contributed to social conscience, positive social interdependence, ability, and the development of personal traits. These results reflect the importance of social indicators, such as a sense of social responsibility towards society, decision-making, and confronting problems, as well as subjective indicators related to the personal characteristics of the young people in the study sample, including impulse control and persistence. All of these objective and subjective indicators clearly indicate the subjective

quality of life of the study sample.

Regarding the quality of family life, the general average was 90.3%, with an arithmetic mean of 2.71. 'I feel satisfied about my family life' was ranked highest, with an arithmetic mean of 2.86, followed by 'My social participation contributes to improving my family relations' (2.82), 'I enjoy a stable family life' (2.82), 'My family satisfies all my basic and social needs' (2.77), and 'I prefer to spend my free time with my family' (2.27). According to basic needs theory, students' sense of satisfaction with their quality of family life is linked to the family's ability to satisfy the basic and social needs of its members. This this was ranked highly by the sample (90.3%). Similarly, Nguyen (2020) emphasised the importance of social support, which is reflected in the perceived self-efficacy regarding entrepreneurship among students.

### 8.7 Quality of Educational Life, Professional Life, and Readiness for the Labour Market

**Table 6. Quality of Educational Life, Professional Life, and Readiness for the Labour Market.**

N	The roles	Frequency Percentage	Response			Mean	Standard deviation
			Agree	To some extent	Disagree		
1	I feel an improvement in my research capabilities	Fer 490 % 98	5	1	5	2.97	0.22
2	My educational attainment increases over time	Fer 470 % 94	10	2	20	2.90	0.41
3	Education boosted my confidence in myself, my abilities, and my skills	Fer 475 % 97	5	1	10	2.95	0.30
4	I feel satisfied with my profession	Fer 455 % 91	20	4	25	2.86	0.47
5	The department provides training opportunities that raise professional competence	Fer 465 % 93	5	1	30	2.87	0.48
6	I learned project management and lead idea selection	Fer 455 % 91	25	5	20	2.87	0.44



7	I gained experience in managing social projects	Fer	440	30	30	2.82	0.52
		%	88	6	6		
8	I managed to build social relationships with social enterprises	Fer	455	5	40	2.83	0.55
		%	91	1	8		
9	My college training helped me minimise risks	Fer	425	5	70	2.71	0.70
		%	85	1	14		
10	I learned the study of feasibility, and I am ready for the labour market	Fer	445	5	5	2.79	0.60
		%	89	1	10		
General Average						2.85	.48

Table 6 presents the results related to the quality of educational life. 'Education has enhanced my self-confidence, abilities, and skills' ranked first, with an average of 2.95, followed by 'I feel a development in my research capabilities' (2.97), 'My educational attainment increases over time' (2.90), 'The department provides training opportunities that raise professional competence' (2.87), and 'I feel satisfied with my professional specialisation' (2.86). These results are in agreement with those of Bakri (2020), who highlighted the importance of professional interventions in developing positive entrepreneurial attitudes among university youths. According to human capital theory, students' sense of satisfaction with the quality of their educational life is linked to the ability of social work departments to build knowledge and cultural and professional capital among students. This includes enhancing students' confidence, capabilities, and skills. In addition, the department should provide opportunities for training in a way that enhances human skill capabilities, which results in a state of economic empowerment. This leads to an improvement in the quality of educational life, which was high among the sample members (97%).

The data in Table 6 also show the quality of professional life among the study sample. 'I learned project management and choosing the leading idea' ranked first, with an arithmetic average of 2.87, followed by 'I managed to build social relationships with social institutions' (2.83), and 'I acquired experience in managing social projects' (2.82). Similarly, Berzin et al. (2018) reported a relationship between an entrepreneurship programme and the skills acquired by young people, which were later reflected in their ability to lead and establish entrepreneurial projects. 'I learned the study of feasibility, and I am ready for the labour market' had an average score of 2.79, followed by 'My training in college helped me reduce the size of risks' (2.71).

According to the theory of capabilities and social empowerment, students' feelings of satisfaction with the quality of their professional life are linked to their feelings of readiness for the

labour market and their possession of skills and capabilities that allow them to access better opportunities in the Saudi labour market. The empowerment of young male and female students in the social work departments of Saudi universities comes at a time when competition requires increasing human capacities, including the ability to initiate and innovate, and changing traditional behaviours to more active, persistent, and change-oriented actions associated with real participation in SE. In the current study, this active participation in entrepreneurial projects gave the male and female students strength, turning them into social entrepreneurs, which was reflected in the overall rating of the quality of their professional life (93.3%).

## 9. Discussion

The field study analyses showed that students from the study sample practise entrepreneurial activities, as the general rate of entrepreneurial activity among young people was 85%, with an arithmetic mean of 2.55. These practices were manifested in voluntary partnerships with the private sector and civil society as well as in partnerships in pioneering social work initiatives and with friends in managing social projects. Young people who contribute socially to the lives of others by helping to improve social and economic life without a profitable purpose are generally called 'social entrepreneurs. Entrepreneurial youth behaviours are influenced by various internal and external environmental factors, such as organisational and social culture, other people, needs, problems, gender perspectives, social support, organisational climate, job satisfaction, personal experiences, and organisational, personal, and social justice. There is no doubt that these partnerships and pioneering behaviour practices have a positive impact on students' quality of life. At the same time, the analyses of the field study revealed the elements of entrepreneurial work culture among the study sample. The general entrepreneurial culture of young people was rated at 93%, with an arithmetic mean of 2.79, suggesting a positive trend among the study sample toward pioneering work. Pioneering refers to innovative

work based on creativity that provides promising opportunities in the labour market while also satisfying social needs.

The analyses also revealed the features of entrepreneurial behaviour among the study sample, with the general rating reaching 98.6 (mean 2.69), which indicates the presence of positive entrepreneurial behaviours among the study sample. The ability to innovate, persevere, and take initiative in social and professional life as well as the youths' self-confidence and professional and scientific capabilities illustrated the strong role of social work departments in developing entrepreneurship among Saudi students (91.6%, with an arithmetic mean of 2.75). This highlights the positive impact of social work departments in Saudi universities in terms of inspiring entrepreneurial work among students. This occurs through many institutional roles and activities, such as field visits to social projects, the involvement of students in entrepreneurial work initiatives and programmes, and the department providing logistical support to students to market their pioneering projects. In addition, the departments serve a broader educational role related to building entrepreneurial thought and shaping students' motivations and positive attitudes toward work.

The results of this study largely agreed with those of previous studies, especially those conducted by Al-Abbasi (2017), Berzin et al. (2018), Nguyen (2020), Ong et al. (2021), Puciatto et al. (2021), and Zulkifl and Aziz (2023), which all demonstrated the role of SE in improving the quality of life while highlighting the social and professional determinants of the concept in addition to the social, family, and educational support needed to build the knowledge and capital of young people.

Regarding the professional practice of social work and its repercussions on the quality of life of male and female students in the social work departments, the studies by Abdullah (2020), Bakri (2020), Muhammad (2020), and Al-Moamen (2021) noted the important role of social work and professional practice in enabling these students to practice professionally, create community partnerships, contribute to social entrepreneurial initiatives, and develop positive entrepreneurial trends. Previous studies have shown a relationship between SE and quality of life: SE initiatives improve people's quality of life, while a better quality of life stimulates the emergence and development of SE. The analyses presented

here showed an improvement in the quality of life from the perspective of male and female students. The general average subjective quality of life among young men was 77.6% (mean 2.33). Young entrepreneurs have an important place in society, as they perform useful and necessary tasks to satisfy their social needs and achieve social empowerment, contributing to finding solutions to problems. The general average quality of family life among the young students was 90.3% (average 2.71). The indicators of the quality of family life were satisfaction with family life, the ability to satisfy basic and social needs, and improvement, stability, and development of family relations.

The general rating of the quality of educational life was 97% (mean 2.91). For professional life, the rating was 93.3% (mean 2.80). Indicators of the quality of professional life and readiness for the labour market were acquiring skills and capabilities that support entry into the labour market, building relationships and social capital, and gaining experience in managing social projects. The quality of professional life is linked to sustainable professional development, which reflects the state of vocational preparation and the students' satisfaction with their scientific and professional training in social work departments in Saudi universities.

Vocational education and training are crucial for improving the quality of professional life for Saudi university students, which is mainly linked to spreading the culture of entrepreneurial work by holding workshops and training courses on SE. The importance of specialised education is increasing in light of high-tech changes and developments, requiring graduates to have specific qualifications to successfully compete in the labour market. Hence, the determinants of the quality of professional life related to the opportunities available to students, which enable them to advance in their specialisations and develop research capabilities and professional practice skills in social work. These opportunities are provided to students through field training in social institutions and pioneering organisations.

The general quality of life among the male and female university students in this study was 89.5% (mean 2.68). Quality of educational life was ranked highest (97%), followed by the quality of professional life (93.3%), the quality of family life (90.3%), and the quality of subjective life (77.6%).

## 10. Recommendations

- 1) Strategic partnerships should be established between Saudi universities and pioneering organisations that implement and manage SE projects, enabling students to participate in those projects and become acquainted with the culture of SE.
- 2) More studies and evaluative research on quality of life and its relationship to SE projects would provide information to help those in charge of implementing these programmes identify the strengths and weaknesses in this research field.
- 3) There is a need to generalise the teaching of SE courses in most Saudi universities to inculcate the values of entrepreneurial work and support these skills among students in Saudi universities.
- 4) Social workers should be given guidance and technical support to prepare them for the field of entrepreneurship so they can stimulate entrepreneurial work among Saudi university students.
- 5) Social programmes in Saudi universities should aim to prepare entrepreneurial students.
- 6) There is a need to establish pioneering research centres in Saudi universities aimed at spreading entrepreneurial thinking and skills.
- 7) A social and educational policy with a clear vision for SE should be formulated by the Ministry of Higher Education for Saudi universities.
- 8) More research chairs for SE should be established in Saudi universities.
- 9) More studies and research on counselling and training programmes should be conducted to improve the quality of professional and personal life for Saudi university students.
- 10) Social programmes that enhance Saudi youth's awareness of the importance of SE should be built and developed.

## 11. Study Limitations

- 1) The researcher encountered difficulties related to the scarcity of research and studies on social work that addressed the same problem.

- 2) The researcher faced a methodological difficulty related to constructing a questionnaire capable of measuring the quality of life of university students that exhibited both honesty and reliability.
- 3) The researcher faced difficulties related to the multiplicity of definitions of the concept of quality of life and the overlap in subjective and objective measurement indicators.

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