



**Social and Academic Self-efficacy as Predictors of
Entrepreneurship Skills Among University Youth from
the perspective of the Community Organization Method**

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Abstract

The current study aimed to determine students' level of social, academic self-efficacy and social entrepreneurship skills. Furthermore, it investigated whether social and academic self-efficacy predict social entrepreneurship skills among the 407 students from the Faculty of Social Work at Fayoum University. Descriptive analysis and multiple regression were conducted. A significant positive correlation was found between social self-efficacy and social entrepreneurial skills (taking on responsibility/risk, planning, decision-making, innovation, and total score). In addition, there was a significant positive correlation between the factors of academic self-efficacy, including behavior, context, achievement, dealing with tests, and total score in academia, and the social entrepreneurial skills. Furthermore, the results yielded that social and academic self-efficacy predicted social entrepreneurship. In addition, results exhibited that the two factors of academic self-efficacy (academic achievement and dealing with tests) predicted social entrepreneurship skills. Interestingly, no significant differences were found between males and females in all skills of social entrepreneurship. The current study also provided suggestions and implications from the perspective of the community organization method for enhancing social entrepreneurship skills among university youth.

Key Words:

Social and Academic Self-Efficacy, Social Entrepreneurship Skills, University Youth, Community Organization Method.

الكفاءة الذاتية الاجتماعية والأكاديمية كمنبئات بمهارات قيادة الأعمال**الاجتماعية لدى الشباب الجامعي من منظور طريقة تنظيم المجتمع**

تاريخ استلام البحث ٢٠٢١/٩/٧ م تاريخ نشر البحث ٢٠٢١/٩/٣٠ م

الملخص:

هدفت الدراسة الحالية إلى تحديد مستوى الطلاب في مهارات الكفاءة الذاتية الاجتماعية والأكاديمية وقيادة الأعمال الاجتماعية، كما فحصت الدراسة الحالية القدرة التنبؤية لكل من الكفاءة الذاتية الاجتماعية والأكاديمية للتنبؤ بمهارات قيادة الأعمال الاجتماعية لدى عينة مكونة من (٤٠٧) طالباً من كلية الخدمة الاجتماعية بجامعة الفيوم، وتم إجراء التحليل الوصفي والانحدار المتعدد لبيانات الدراسة، وتوصلت الدراسة إلى: وجود ارتباط موجب بين الكفاءة الذاتية الاجتماعية ومهارات قيادة الأعمال الاجتماعية (تحمل المسؤولية/ المخاطرة، والتخطيط، واتخاذ القرار، والابتكار، والدرجة الكلية)، كما وجد ارتباط موجب دال احصائياً بين عوامل الكفاءة الذاتية الأكاديمية (السلوك الأكاديمي، السياق الأكاديمي، التحصيل الدراسي، التعامل مع الاختبارات، والدرجة الكلية) ومهارات قيادة الأعمال الاجتماعية، وأسفرت النتائج أيضاً عن تنبؤ الكفاءة الذاتية الاجتماعية والأكاديمية بمهارات قيادة الأعمال الاجتماعية، كما وجد أن عاملي التحصيل الأكاديمي والتعامل مع الاختبارات للكفاءة الذاتية الأكاديمية لديهم قدرة تنبؤية بمهارات قيادة الأعمال الاجتماعية، وأسفرت النتائج أيضاً عن عدم وجود فروق ذات دلالة إحصائية بين الذكور والإناث في جميع مهارات قيادة الأعمال الاجتماعية، وقدمت الدراسة الحالية عدة مقترحات من منظور طريقة تنظيم المجتمع لتعزيز مهارات قيادة الأعمال الاجتماعية بين الشباب الجامعي.

الكلمات المفتاحية: الكفاءة الذاتية الاجتماعية والأكاديمية، مهارات قيادة الأعمال الاجتماعية، الشباب الجامعي، طريقة تنظيم المجتمع.

1. Introduction:

In the 21st century, young people are generally considered as one of the most important society's wealth, because they are the broadest social segments in number and structure, and this group of people constitutes a cognitive challenge in any community. University youth are suffering from many social, economic, cultural, or educational problems that particularly influence their academic level and then the human development on which society depends for its progress. Thus, countries set policies and study plans according to the university young people's aspirations to improve reality, and this must be done through stimulating social and academic self-efficacy, and developing many different skills, including social entrepreneurship skills.

Considering that the social work profession is an institutional profession that is practiced within various institutions, whether primary or secondary. In addition, the method of community organization is one of the methods of the social work. Thus, the educational institutions are one of the institutions concerned with the method of community organization; In order to improve the conditions of communities.

Social and academic self-efficacy is an urgent necessity to achieve the educational effectiveness of universities, and it is one of the important factors in the university youth's personality, because it is related to their behavior and acts, whether social or academic, as it distinguishes them educationally, pedagogically and academically.

Furthermore, the university youth's self-efficacy is related to optimism, positive feelings and subjective well-being. In order to have the ability to succeed and excel, university youth must have confidence in their own abilities to achieve positive results, and have positive expectations for their success in the future. When they feel that they are in control of their learning, they will be more likely to use coping strategies and positive self-talk. In contrast, university youth's self-efficacy is negatively correlated with self-evaluation, negative self-criticism, and learned helplessness (Saqr et al., 2021, p. 479). This was confirmed by Al-Karai (2016) through its conclusion that showed the university students have self-efficacy and have a good level of social support.

The interest in social self-efficacy is due to its impact on the individual's ability to interact in community and face life pressures because of its positive impact on academic achievement. It is also an umbrella including all social skills that university youth need to

succeed in their lives and social relationships. Therefore, the socially competent person succeeds in selecting the appropriate skills for each situation and uses them in ways that lead to positive results (Al-Azmi and Al-Sahw, 2020, p. 164). This was confirmed by Al-Fraihat (2018) that found out that the level of cognitive flexibility among the members of the study sample had an average degree. In addition, the results showed a relative statistically significant contribution to each of the academic and emotional self-efficacy, and the dialogue style, in order to predict cognitive flexibility.

Academic self-efficacy is the individual's perception or awareness of the level of effectiveness of his own capabilities that include the mental, cognitive, and emotional components, in order to handle the situations, tasks, problems, or academic goals, and to influence events that lead to an achievement in light of the existing environmental determinants (Ghoneim, 2020, p. 643). Whereas Ali (2004) aimed to know the relationship between metacognition and academic self-efficacy among university youth, and the study concluded that the factorial structure of academic self-efficacy includes two main factors: effort and talent. Al-Saeed (2020) concluded that there is no relationship between academic self-efficacy and the academically impaired-people's preferred learning styles, and there are no statistically significant differences between the average scores of males and females in the factors of the academic self-efficacy scale and the scale of preferred learning styles.

The study of Al-Ghafiri et al. (2020) indicated the importance of identifying the level of perceived academic efficacy among university youth, and knowing the extent to which their perceived academic efficacy varies according to the variables of specialization. While the study of Hassanein and Abdel Wahed (2020) aimed to know the direct effects of the academic participation variable (an independent variable) on the academic performance (a dependent variable); through academic self-efficacy (a mediating variable) among university youth.

Social and academic self-efficacy is linked to stimulating various skills, including the skills of social entrepreneurship, as social entrepreneurship focuses on the marginalized and poor groups in community, and it seeks to bridge the gap between those who have social works and those who lack these works (Shahin, 2016, p. 8).

Social entrepreneurship skills play a role in participating effectively in the community in order to achieve sustainable community

development. The study of Nasser and Al-Omari (2011) concluded that the characteristics of entrepreneurship (self-control - need for achievement - risk-taking - self-confidence) and the entrepreneurial behavior of students had average relative strength. While Al-Hadrawi (2013), Mousa (2018), and Abdullah (2020) confirmed that social entrepreneurship skills affect the effectiveness of institutions, as they are represented in (risk-taking - planning/goal setting - decision-making - innovation).

The study of Ibn Said (2014) recommended the necessity of preparing social work students in social entrepreneurship institutions to acquire the skills of (risk tolerance - planning/setting goals - decision-making - innovation), and formulating a guide through which social workers interested in social entrepreneurship can recognize its requirements. Muhammad (2017) also confirmed that there is a relationship between social entrepreneurship and achieving sustainable development in local communities, as the sustainable development goals are achieved through social entrepreneurship projects.

The study of Al-Ani et al. (2020) recommended the need to develop social entrepreneurship skills that must be included in the educational programs and courses, and to create a guide to link educational institutions with non-governmental organizations to train young people how to apply these skills practically.

In the context of the foregoing, attention should be paid to developing social and academic self-efficacy and to identify the most appropriate activities and tools to develop the university youth's social entrepreneurship skills.

The status of current study with regard to previous studies:

- 1- In general, previous studies emphasized the importance of self-efficacy (Al-Karai ,2016).
- 2- Previous studies confirmed the importance of social self-efficacy and its relationship to social interaction and the ability to face life pressures (Al-Fraihat and Mokabela, 2018).
- 3- Previous studies indicated the importance of academic self-efficacy and its components among university youth (Ali, 2004; Al-Saeed, 2020; Al-Ghafri et al., 2020; Hassanein and Abdul-Wahed, 2020).
- 4- Previous studies have shown the importance of social entrepreneurship skills and their types and relationship to achieving sustainable development (Nasser and Ghassan, 2011; Al-Hadrawi, 2013;

Musa, 2018; Abdullah, 2020; Ibn Saeed 2014; Mohammed, 2017; Al-Ani et al., 2020).

The current study benefited from previous studies in identifying the study problem, which indicated the importance of the current study, and identifying the study variables represented in:

- 1- Social self-efficacy.
- 2- Academic self-efficacy (academic behavior - academic context - academic achievement - dealing with tests).
- 3- Social entrepreneurship skills (the skill of taking responsibility/risk - the skill of planning/setting goals - the skill of decision-making - the skill of innovation).

The current study differs from previous studies in:

- 1- Determining the university youth's level of social self-efficacy factors.
- 2- Determining the university youth's level of academic self-efficacy factors among university youth.
- 3- Determining the university youth's level of social entrepreneurship skills.
- 4- Applying to students of the Faculty of Social Work at Fayoum University as a model, as well as it is based on three measures (prepared by both researchers).

Based on the foregoing, the problem of the study is reflected in the following: **"To what extent do social and academic self-efficacy predict social entrepreneurship skills among university youth?"**

2. Importance of the study:

- 1- The research derives its importance from the variables included, such as: social and academic self-efficacy and social entrepreneurship skills.
- 2- The academics and officials of the educational process may make use of the results of the study in developing and updating curricula and teaching methods to improve the level of academic self-efficacy.
- 3- University Youth may benefit from the study results to develop their social entrepreneurship skills so that they can compete in the labor market.

3. Objectives of the study:

The current study has six objectives:

- 1- Determining the university youth's level of social self-efficacy factors.

- 2- Determining the university youth's level of academic self-efficacy factors.
- 3- Determining the university youth's level of social entrepreneurship skills.
- 4- Determining the extent to which the social entrepreneurship skills of university youth differ according to the gender variable (male/female).
- 5- Revealing the nature of the relationship between social and academic self-efficacy and social entrepreneurship skills among university youth.
- 6- Revealing the capacity of social and academic self-efficacy to predict the social entrepreneurship skills of university youth.

4. Questions of the study:

- 1) What is students' level of social self-efficiency factors at the Faculty of Social Work at Fayoum University?
- 2) What is students' level of academic self-efficiency factors at the Faculty of Social Work at Fayoum University?
- 3) What is students' level of social entrepreneurship skills at the Faculty of Social Work at Fayoum University?
- 4) Are there differences in students' social entrepreneurship skills according to gender?
- 5) Is there a correlation between social and academic self-efficacy and social entrepreneurship skills among students of the Faculty of Social Work at Fayoum University?
- 6) Are social and academic self-efficiency considered as predictors of social entrepreneurship skills?

5. Study Concepts:

1) The concept of self-efficacy:

- It is the Individuals' perception of their abilities to do the required work, that is evident in the social and academic factors (Muris, 2002, p. 145).
- It is how we manage our lives or ourselves It enables individuals to use several skills that help them compete and be creative in their workplaces. It contains three important sub-components: self-awareness, self-regulation, and self-motivation (Abdo, 2020, p. 25).

2) The concept of social self-efficacy:

- Social self-efficacy is defined as: a set of social, emotional, cognitive, and behavioral skills that individuals need for their successful social adaptation (Welsh & Bierman K, 2003:6).

- According to the current study, it is defined as the student's perception about the extent of his ability to build successful social relationships through social interaction, which is measured by the total score that the respondent obtains in the social self-efficacy scale to achieve the objectives of the study.

3) The concept of academic self-efficacy:

- It is a method of thinking about students' beliefs of their competencies. It is the student's perception or confidence that he or she can achieve a specific academic goal or outcome in a specific academic task (Rheinheimer & Drago, 2018).
- It is defined according to the current study as the student's ability to succeed in carrying out the following academic tasks: academic behavior, academic context, achievement, and dealing with tests.

4) Concept of Social Entrepreneurship Skills:

- It is the process of creating something valuable by spending time and effort and taking financial, psychological and social risks as a result (Hisrich and Peters, 2002, p.7).
- It is defined according to the current study as the ability to face social challenges and to invest the opportunities available to compete in the labor market through actively participating in the community (initiatives / social projects) that bring benefit to the community. It includes (the skill of taking responsibility/risk – the skill of planning and setting goals - decision-making skill - innovation skill).

6. Theoretical premise of the study:

The efficacy model is related to the topic of the current study, where Efficacy means making good use of resources or elements. The Institutions have the responsibility to use the human, financial and material elements efficiently. In addition, efficacy means that the educational institution's outputs are more than its inputs (outputs ÷ inputs < one), and therefore, the efficacy can be measured by this equation (Abu Al-Nasr, 2007, p. 351):

$$\text{Efficacy} = \text{Total Return} \div \text{Total Costs} > 1$$

The types of efficacy: There are many types of efficacy, which are represented in the following types (Abdul-Maqsoud, 2012, p. 83):

- A. Output efficacy: It means that outputs increase and the inputs remain steady, and then the thing (activity, process, and cost) is more efficient when it achieves much more output, using a specific and fixed amount of inputs.

- B. Input efficacy: It means that inputs reduce but outputs remain constant, i.e. using as little as possible of inputs to reach the required outputs.
- C. Mixed efficacy: It means the capacity of the inputs to get the most outputs, and this type of efficacy allows both inputs and outputs to change. This type depends on an internal control system.
- D. Optimum efficacy: This type means the required level of efficacy, in compliance with the quantity of outputs that can be achieved within the limits of the resources used.

It is also possible to benefit from the efficacy model in the current study through:

- Contributing to the development of academic self-efficacy of university youth to help them accomplish their personal, academic and societal tasks.
- Contributing to the development of social entrepreneurship skills through preparing students of the College of Social Work in various community institutions.
- Using and employing the most appropriate resources and means to develop social and academic self-efficacy and to develop social entrepreneurship skills among university youth.

7. Methodology of the study:

- 1) **Type of study:** This study is considered a descriptive study. Both researchers used this type of studies due to the nature of the study, so that they can study the relationship between the independent variable (social and academic self-efficacy) and the dependent variable (Entrepreneurship skills) of students at the Faculty of Social Work, Fayoum University.
- 2) **The method used:** the current study used the method of sample social survey with students of the Faculty of Social Work, Fayoum University.
- 3) **Instruments:**

1- Social self-efficacy questionnaire:

The social self-efficacy questionnaire was developed by the authors to assess the level of social self-efficacy among students. It comprises 12 items, which were revised by five experts at the Faculty of Social Work, Fayoum University. The responses were recorded on a Likert scale of five points, ranging from one point (strongly disagree) to five (strongly agree).

Validity: To assess the structural validity of this questionnaire, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted using Mplus 8 (Muthen & Muthen, 1998-2020). The initial sample consisted of 212 students from the Faculty of Social Work, Fayoum University, to assess the validity and reliability of study instruments. Using the WLSMV estimator, the fit statistics indicated that the social self-efficacy questionnaire was unidimensional [RMSEA (Root Mean Square Error of Approximation) =.07, TLI =.95, CFI =.955]. As shown in Figure 1, the loadings of 12 items on one factor were acceptable, ranging from .72 to .86.

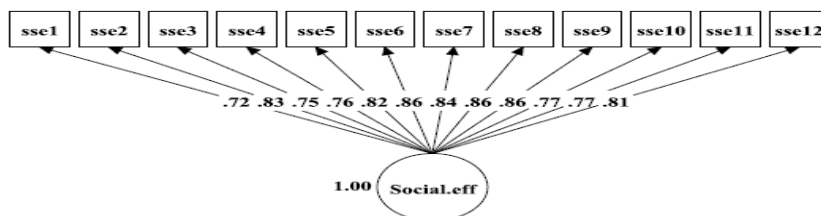


Figure 1. CFA results for the Social Self-Efficacy questionnaire.

Reliability:

Table 1. Reliability Statistics for the Social Self-Efficacy questionnaire

| Coefficien t | McDonald's ω | Cronbach's α | Gutmann's λ_6 | Greatest lower bound |
|--------------|---------------------|---------------------|-----------------------|----------------------|
| Value | 0.926 | .925 | 0.935 | 0.958 |

As shown in Table 1, it had acceptable reliability using four coefficients (McDonald's ω , Cronbach's α , Gutmann's λ_6 , and Greatest lower bound), ranging from .934 to .958.

2- Academic Self-Efficiency Questionnaire:

The authors have revised previous studies and measures related to academic self-efficacy, especially for students' universities, to develop an academic self-efficiency questionnaire. It consists of 23 items measuring four factors [academic behavior, 6 items; academic context, 6 items; academic achievement, 6 items; Dealing with Tests/Assessment, 5 items]. All items, after conducting some modifications, were confirmed by five experts at the Faculty of Social Work, Fayoum University. A Likert scale of five points was used, ranging from one point (strongly disagree) to five (strongly agree).

Validity: EFA and CFA were conducted using a WLSMV estimator to investigate the structural validity of this questionnaire. As shown in

Table 2, both the four first-order factors model and the second-order four-factor model fitted the data [RMSEA \leq .08, TLI $>$.95, CFI $>$.95]. In addition, as shown in Figure 2, the loadings of 23 items on the four-factor were acceptable, ranging from .80 to .92.

Table 2. Fit statistics for the academic self-Efficiency questionnaire

| Models | χ^2 | Df | RMSEA, 90 Percent C.I. | CFI | TLI |
|--------------------------|----------|-----|------------------------|------|------|
| Four-factor first order | 460.92* | 224 | .071 [.061-.080] | .983 | .981 |
| Four-factor second order | 475.9* | 226 | 0.072 [0.063-0.081] | .982 | .980 |

Notete. * significant at the 0.01 level

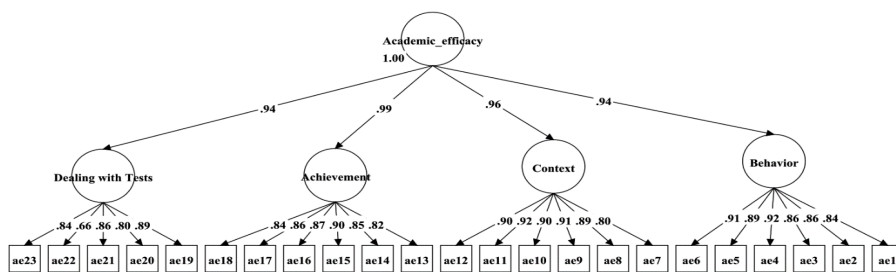


Figure 2. The path diagram for the second-order four-factor model for academic self-efficiency questionnaire.

Reliability:

Table 3. Reliability statistics for the academic self-efficiency questionnaire

| | McDonald's ω | Cronbach's α | Gutmann's λ_6 | Greatest lower bound |
|-------------------------------|---------------------|---------------------|-----------------------|----------------------|
| Academic behavior | .928 | .927 | .923 | .949 |
| Academic context | .932 | .930 | .929 | .961 |
| Academic achievement | .919 | .916 | .910 | .929 |
| Dealing with Tests/Assessment | .867 | .861 | .846 | .881 |
| Full questionnaire | .97 | .97 | .97 | .98 |

It is apparent from Table 3 that the four-factor of academic self-efficiency and the full-questionnaire had acceptable reliability using four coefficients.

3- Social Entrepreneurship Skills Questionnaire

Previous studies and measures related to the skills of social entrepreneurship were revised, especially for students' universities, to develop a new questionnaire. This questionnaire has 25 items assessing four skills [Responsibility, 6 items; Planning, 7 items; Decision-making,

6 items; Innovation, 6 items]. All items were revised by five experts at the Faculty of Social Work, Fayoum University. A Likert scale of five points was used, from one point (strongly disagree) to five (strongly agree).

Validity: EFA and CFA were performed using a WLSMV estimator to investigate the structure validity of the social entrepreneurship questionnaire. Interestingly, both the four-first-order factors model and the second-order four-factor model fitted the data [RMSEA \leq .08, TLI $>$.95, CFI $>$.95] (see Table 4). In addition, as shown in Figure 3, all 25 items have acceptable loadings.

Table 4. Fit statistics for social entrepreneurship questionnaire

| Models | χ^2 | Df | RMSEA, 90 Percent C.I. | CFI | TLI |
|--------------------------|----------|-----|------------------------|------|------|
| Four-factor first order | 560.749* | 269 | .072 [.063-.080] | .981 | .979 |
| Four-factor second order | 589.84* | 271 | .074 [.066-.083] | .979 | .977 |

Note. * significant at the 0.01 level

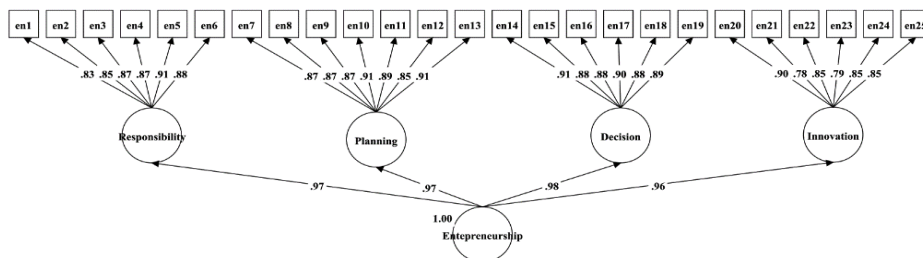


Figure 3. Path diagram for a second-order four-factor model for social entrepreneurship questionnaire

Reliability:

Table 5. Reliability statistics for the social entrepreneurship questionnaire

| Skills | McDonald's ω | Cronbach's α | Gutmann's λ_6 | Greatest lower bound |
|--------------------|---------------------|---------------------|-----------------------|----------------------|
| Responsibility | .92 | .919 | .919 | .949 |
| Planning | .938 | .938 | .934 | .958 |
| Decision-making | .933 | .932 | .926 | .952 |
| Innovation | .904 | .903 | .896 | .930 |
| Full questionnaire | .97 | .97 | .98 | .98 |

As Table 5 shows, the four-factor of social entrepreneurship and the full-questionnaire had acceptable reliability using four coefficients.

4) Study Domains:

A. Spatial domain:

The tools of the current study were applied to a random sample of male and female students of the Faculty of Social Work with its different grades, and the application was done electronically via Google Form.

B. The human domain:

The study tools were applied to male and female students of the Faculty of Social Work with its different grades, and the application was done electronically via Google form, and the number of participants was (407). The characteristics of this sample were discussed in detail in the results of the study. It is worth mentioning that the students' approval was obtained to participate in the study before proceeding with the application of the study tools.

C. Time domain:

The study tools were applied to the study sample during the academic year 2020/2021.

8. Results:

- Characteristics of the sample

Table 6. Characteristics of the sample study (N = 407)

| Variable | n | % | Variable | N | % |
|--------------------------------------|------------|------|---|-----|------|
| <i>Gender</i> | | | <i>Place of Residence</i> | | |
| Male | 124 | 30.5 | Urban | 203 | 49.9 |
| Female | 283 | 69.5 | Rural | 204 | 50.1 |
| Age (mean±SD) | 20.71±1.60 | | <i>Training in social entrepreneurship</i> | | |
| <i>Stages of undergraduate study</i> | | | Yes | 89 | 21.9 |
| First year | 70 | 17.2 | No | 318 | 78.1 |
| Second-year | 112 | 27.5 | <i>Participation in civil society organizations</i> | | |
| Third-year | 106 | 26.0 | Yes | 171 | 42 |
| Fourth year | 119 | 29.2 | No | 236 | 58 |
| <i>Study type</i> | | | <i>If yes, Occupation title:</i> | | |
| Regularity | 271 | 66.6 | A- Volunteer | 122 | 67.0 |
| Affiliation | 136 | 33.4 | b- project manager | 2 | 1.1 |
| <i>Academic grading</i> | | | C- Founder of an initiative | 6 | 3.3 |
| Excellent | 8 | 2.0 | D - team leader | 15 | 8.2 |
| Very good | 91 | 22.4 | E- Team member | 36 | 19.8 |
| Good | 213 | 52.3 | F- other | 1 | .5 |
| Pass | 95 | 23.3 | | | |

Table 6 displays the characteristics of the sample study, which consists of 407 students from the Faculty of Social Work, Fayoum University. The overall mean age of the participants was 20.71 years (SD = 1.60 years) and more than half (69.5%) of the sample was female.

The students were in various phases of undergraduate study (first year: 17.2%; second year, 27.5%; third year, 26%; and fourth year, 29.2%). The majority of students got a good grade (52.3%). 50.1% of participants live in rural areas. Only 21.9 % of the sample received social entrepreneurship training, and only 42% participated in volunteer work with civil society organizations. All students participated voluntarily through a Google form.

Response to question 1:

The first question stated that “What is students' level of social self-efficiency factors at the Faculty of Social Work at Fayoum University?” The authors calculated the mean and standard deviation of social self-efficacy items among 407 students (see Table 7).

Table 7. Mean and standard deviation of social self-efficacy items among students (N = 407)

| Items | Mean | Std. Dev | Rank | Items | Mean | Std. Dev | Rank |
|-------|------|----------|------|-------|------|----------|------|
| 1 | 4.35 | 0.80 | 6 | 7 | 4.41 | 0.80 | 4 |
| 2 | 4.38 | 0.85 | 5 | 8 | 4.55 | 0.71 | 1 |
| 3 | 4.25 | 0.89 | 9 | 9 | 4.51 | 0.72 | 2 |
| 4 | 4.31 | 0.82 | 7 | 10 | 4.20 | 0.81 | 10 |
| 5 | 4.35 | 0.82 | 6 | 11 | 4.28 | 0.84 | 8 |
| 6 | 4.49 | 0.77 | 3 | 12 | 4.41 | 0.78 | 4 |
| Mean | 4.37 | 0.80 | | | | | |

As shown in Table 7, we conclude the following:

- The average response of university youth (students of the Faculty of Social Work - Fayoum University) to social self-efficacy was 4.37.
- The scale items got high average scores, ranging from 4.20 to 4.55.
- The lowest value of the average response was 4.20 to item No. 10, while the highest values of the average response were 4.55, 4.51, and 4.49 to items No. 8, 9, and 6 respectively.

Response to question 2:

The second question stated that “What is students' level of academic self-efficiency factors at the Faculty of Social Work at Fayoum University?” The authors estimated the mean and standard deviation of items for each factor of academic self-efficiency in a sample of 407 students (see Table 8).

Table 8. The mean and standard deviation of academic self-efficiency items (N = 407)

| Items | Mean | Std. Dev | Rank | Items | Mean | Std. Dev | Rank |
|--------------------------------------|------|----------|------|--|------|----------|------|
| Academic behavior (M= 4.06, SD =.97) | | | | Academic achievement (M= 4.055, SD = 1.03) | | | |
| 1 | 4.18 | .95 | 1 | 13 | 4.00 | 1.02 | 4 |
| 2 | 4.06 | .94 | 2 | 14 | 4.08 | 1.16 | 2 |
| 3 | 4.05 | .97 | 3 | 15 | 4.15 | .96 | 1 |
| 4 | 4.06 | .99 | 2 | 16 | 4.03 | 1.01 | 3 |
| 5 | 3.99 | 1.00 | 5 | 17 | 4.08 | 1.03 | 2 |
| 6 | 4.02 | 1.01 | 4 | 18 | 3.99 | 1.00 | 5 |
| Academic context (M= 4.07, SD = 1) | | | | Dealing with Tests (M= 4.08, SD = .98) | | | |
| 7 | 3.89 | 1.09 | 5 | 19 | 4.32 | .87 | 1 |
| 8 | 3.89 | 1.05 | 5 | 20 | 4.05 | .99 | 4 |
| 9 | 4.15 | .98 | 3 | 21 | 4.14 | 1.01 | 2 |
| 10 | 4.22 | .96 | 1 | 22 | 4.13 | .94 | 3 |
| 11 | 4.14 | .99 | 4 | 23 | 3.78 | 1.12 | 5 |
| 12 | 4.17 | .93 | 2 | | | | |

It can be seen from the data in Table 8 that:

- The academic behavior factor had an average of 4.06, and the items got high average scores, ranging from 3.99 to 4.18. The lowest value of the average responses was 3.99 to item No. 5, while the highest value of the average response was 4.18 to item No. 1.
- The academic context factor had an average of 4.07, and the items got high average scores, ranging from 3.89 to 4.22. The lowest value of the average response was 3.89 to items No. 7 and 8, while the highest value of the average response was 4.22 to item No. 10.
- Academic achievement factor had an average of 4.05, and the items got high average scores, ranging from 3.99 to 4.15. The lowest value of the average response was 3.99 to item No. 18, while the highest value of the average response was 4.15 to item No. 15.
- Dealing with Tests factor had an average of 4.08, and the items got high average scores, ranging from 3.78 to 4.32. The lowest value of the average responses was 3.78 to items No. 23, while the highest value of averages was 4.32 to item No. 19.

Response to question 3:

The third question stated that “What is students' level of social entrepreneurship skills at the Faculty of Social Work at Fayoum University?” The authors calculated the mean and standard deviation of items for the skills of social entrepreneurship on a sample of 407 students (see Table 9).

Table 9. The mean and standard deviation of the social entrepreneurship items (N = 407)

| Item | Mean | Std. Dev | Rank | Item | Mean | Std. Dev | Rank |
|------------------------------------|------|----------|------|-------------------------------------|------|----------|------|
| Responsibility (M= 4.12, SD = .95) | | | | Decision-making (M= 4.19, SD = .89) | | | |
| 1 | 3.91 | 1.03 | 6 | 14 | 4.22 | .89 | 2 |
| 2 | 4.10 | .96 | 4 | 15 | 4.20 | .90 | 3 |
| 3 | 4.32 | .90 | 1 | 16 | 4.22 | .89 | 2 |
| 4 | 4.29 | .90 | 2 | 17 | 4.25 | .87 | 1 |
| 5 | 4.17 | .95 | 3 | 18 | 4.18 | .90 | 4 |
| 6 | 3.97 | .98 | 5 | 19 | 4.11 | .93 | 5 |
| Planning (M= 4.13, SD = .95) | | | | Innovation (M= 4.04, SD = .94) | | | |
| 7 | 4.24 | .95 | 1 | 20 | 4.10 | .93 | 1 |
| 8 | 4.22 | .97 | 2 | 21 | 3.96 | .98 | 5 |
| 9 | 4.11 | .99 | 3 | 22 | 4.00 | .97 | 4 |
| 10 | 4.22 | .89 | 2 | 23 | 4.10 | .93 | 1 |
| 11 | 4.06 | .96 | 5 | 24 | 4.02 | .92 | 3 |
| 12 | 4.01 | 1.00 | 6 | 25 | 4.08 | .92 | 2 |
| 13 | 4.07 | .94 | 4 | | | | |

It can be seen from the data in Table 9 that:

- The average of overall responses to the skill of taking responsibility, within the social entrepreneurship skills, was 4.12, and the average responses to items got high scores, ranging from 3.97 to 4.32. The lowest value of the average response was 3.97 to item No. 6, while the highest value of average response was 4.32 to item No. 3.
- The average of overall responses to planning skill, within social entrepreneurship skills, was 4.13, and the average responses to items got high scores, ranging from 4.01 to 4.24. The lowest value of the average response was 4.01 to item No. 12, while the highest value of average response was 4.24 to item No. 7.
- The average of overall responses to decision-making skill, within social entrepreneurship skills, was 4.19, and the average responses to items got high scores, ranging from 4.11 to 4.25. The lowest value of the average response was 4.11 to item No. 19, while the highest value of average response was 4.25 to item No. 17.
- The average of overall responses to the innovation skill, within social entrepreneurship skills, was 4.04, and the average responses to items got high scores, ranging from 3.96 to 4.10. The lowest value of the average response was 3.96 to item No. 21, while the highest value of average response was 4.10 to item No. 20.

Response to question 4:

The fourth question stated that “4. Are there differences in students' social entrepreneurship skills according to gender?” An independent sample t-test was conducted to identify any differences between males and females in social entrepreneurship skills.

Table 10. Independent Samples Test for Social Entrepreneurship Skills

| | Mean | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|-------|--------|---|------|---------------------------------|-----|------|
| | Male | Female | F | Sig. | t | df | Sig |
| Responsibility | 25.46 | 24.44 | 1.070 | .302 | 1.960 | 405 | .051 |
| Planning | 29.47 | 28.69 | .972 | .325 | 1.257 | 405 | .210 |
| Decision | 25.62 | 24.98 | .176 | .675 | 1.275 | 405 | .203 |
| Innovation | 24.87 | 23.98 | 2.025 | .156 | 1.743 | 405 | .082 |
| Social Entrepreneurship as total score | 105.4 | 102.12 | .710 | .400 | 1.625 | 405 | .105 |

The results, as shown in Table 10, indicate that no significant differences were found between males and females in all skills of social entrepreneurship.

Response to question 5:

The fifth question stated that “Is there a correlation between social and academic self-efficacy and social entrepreneurship skills among students of the Faculty of Social Work at Fayoum University?” Table 11 below shows the correlations between social self-efficacy, academic self-efficacy, and social entrepreneurship skills using Pearson's correlation coefficients.

Table 11. Correlation coefficients between students' scores on academic and social self-efficacy and their social entrepreneurial skills.

| | Social Entrepreneurship skills | | | | Total score |
|-------------------------|--------------------------------|----------|----------|------------|----------------|
| | Responsibility | Planning | Decision | Innovation | |
| Academic behavior | .801** | .783** | .752** | .743** | .810** |
| Academic context | .820** | .783** | .759** | .750** | .818** |
| Academic achievement | .859** | .832** | .800** | .781** | .861** |
| Dealing with Tests | .858** | .840** | .807** | .762** | .860** |
| Total score | .887** | .859** | .828** | .809** | .890** |
| Social efficacy | .678** | .682** | .695** | .651** | .711** |

** Correlation is significant at the 0.01 level.

As shown in Table 11, a significant positive correlation at the 0.01 level was found between social self-efficacy and the social entrepreneurial skills (responsibility, planning, taking a decision, innovation, and total score), ranging from $r = .651$ to $r = .711$. In addition, there was a significant positive correlation at the 0.01 level between the factors of academic self-efficacy (Academic behavior, Academic context, Academic achievement, dealing with tests, and total score) and the social entrepreneurial skills, ranging from $r = .743$ to $r = .890$.

Response to question 6:

The sixth question stated that “**Are social and academic self-efficiency considered as predictors of social entrepreneurship skills?**”

Multiple regression analyses were performed to identify whether social self-efficacy and academic self-efficacy can predict social entrepreneurship. We tested the following two models:

Model 1: Predictor variables: social self-efficacy and academic self-efficacy as a total score, dependent variable: social entrepreneurship as a total score.

Model 2: Predictor variables: social self-efficacy and four factors of academic self-efficacy (Academic behavior, Academic context, Academic achievement, dealing with tests, and total score), dependent variable: social entrepreneurship as a total score.

Tables 12 and 13 present the summary results for multiple linear regression analyses.

Table 12. ANOVA results for the two models 1 and 2

| Model | | Sum of Squares | Df | Mean Square | F | Sig. | R | R Square | Adjusted R Square |
|-------|------------|----------------|-----|-------------|-------|------|------|----------|-------------------|
| 1 | Regression | 117864.76 | 2 | 58932.3 | 825.1 | .000 | .896 | .803 | .802 |
| | Residual | 28854.808 | 404 | 71.423 | | | | | |
| | Total | 146719.56 | 406 | | | | | | |
| 2 | Regression | 120593.3 | 5 | 24118.6 | 370.1 | .000 | .907 | .822 | .820 |
| | Residual | 26126.2 | 401 | 65.1 | | | | | |
| | Total | 146719.5 | 406 | | | | | | |

Note.

Model 1. Dependent Variable: social entrepreneurship; Predictors: (Constant), academic self-efficacy, social-efficacy

Model 2. Dependent Variable: social entrepreneurship; Predictors: (Constant), social self-efficacy and four factors of academic self-efficacy (academic behavior, academic context, academic achievement, and dealing with tests)

Table 13. Coefficients values for the two models 1 and 2

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 6.836 | 3.035 | | 2.25 | .025 |
| | Social self-efficacy | .397 | .082 | .153 | 4.84 | .000 |
| | Academic self-efficacy | .807 | .033 | .781 | 24.73 | .000 |
| 2 | (Constant) | 3.550 | 2.935 | | 1.209 | .227 |
| | Social efficacy | .447 | .079 | .172 | 5.676 | .000 |
| | Academic behavior | .327 | .188 | .087 | 1.744 | .082 |
| | Academic context | .151 | .211 | .041 | .717 | .474 |
| | Academic achievement | 1.072 | .219 | .295 | 4.902 | .000 |
| | Dealing with tests | 1.871 | .196 | .397 | 9.548 | .000 |

Note.

Model 1. Dependent Variable: social entrepreneurship; Predictors: (Constant), academic self-efficacy, social efficacy

Model 2. Dependent Variable: social entrepreneurship; Predictors: (Constant), social self-efficacy and four factors of academic self-efficacy (academic behavior, academic context, Academic achievement, dealing with tests)

It can be seen from the regression results in Tables 12 and 13 that:

- For model 1: this model yielded significant results, $F(2, 404) = 825.12$, $p < .001$, $R^2 = .803$. An examination of the beta coefficients revealed that academic self-efficacy as a total-score ($t = 24.73$, $p < .001$) and social self-efficacy ($t = 4.84$, $p < .001$) were positive predictors for social entrepreneurship skills and explained approximately 80% of the variance.
- For model 2: this model showed a significant result, $F(5, 401) = 370.1$, $p < .001$, $R^2 = .822$ and explained approximately 82% of the variance. An examination of the beta coefficients revealed that only two factors of academic self-efficacy (academic achievement “ $t =$

4.90, $p < .001$ ” and dealing with tests “ $t = 9.54, p < .001$ ”) and social self-efficacy ($t = 5.67, p < .001$) were positive predictors for social entrepreneurship skills.

9. Discussion:

The current study set out with the aim of estimating the level of the Faculty of Social Work students in social and academic self-efficacy and social entrepreneurship skills. In addition, this study examined whether social and academic self-efficacy predict social entrepreneurship skills among a sample from the Faculty of Social Work, Fayoum University. The current study indicated that a significant positive correlation was found between social self-efficacy and social entrepreneurial skills (taking responsibility/risk, planning, decision-making, innovation, and total score). Another important finding was that there was a significant positive correlation between the factors of academic self-efficacy (academic behavior, academic context, academic achievement, dealing with tests, and total score) and social entrepreneurial skills. These findings confirm that social and academic self-efficacy are associated with social entrepreneurship skills. These results were also reported by Konakll (2015) and Tiwari et al. (2017).

The most important finding was that social and academic self-efficacy predicted social entrepreneurship. In addition, results exhibited that two factors of academic self-efficacy (academic achievement and dealing with tests) predicted social entrepreneurship skills. These results are in line with those of previous studies (Asma et al., 2019; Konakll, 2015; Tiwari et al., 2017; Noerhartati, et al., 2019). The findings of this study did not show any significant differences in all social entrepreneurship skills between males and females.

Suggestions and implications of the study from the perspective of the community organization method:

In light of the results of the current study, both researchers suggest the following implications from the perspective of community organization method:

- 1- The results of the current study and previous studies help to create a guideline from the perspective of the community organization method, through which those interested in social workers get to know the skills of social entrepreneurship such as (risk taking - planning / setting goals - decision-making - innovation).
- 2- Using specific techniques in the way of organizing community, such as education, training, and gaining confidence through modifying the behavior of university youth with low academic and social self-

efficacy in terms of strengthening their strengths and discovering weaknesses that need to be strengthened.

- 3- Using tools of community organization method such as lectures, meetings, discussions, committees and conferences to enhance social entrepreneurship skills for university youth.
- 4- Using the necessary skills from the perspective of community organization to enhance social self-efficacy in facing the life pressures of university youth in ways that lead to positive results, such as communication, team work, and registration.
- 5- Using the professional roles required to enhance the skills of social entrepreneurship among university youth, such as the mentor, planner, professional and educational leader, and expert, by providing courses to improve their entrepreneurial behavior and making them acquire the characteristics of entrepreneurship such as (self-control - need for achievement - risk - self-confidence).

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