A resource-based view of social entrepreneurship: how the human capital influences the job creation in the Lebanese market

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Abstract: Social entrepreneurship is a hybrid model – a double mission implementation which is easily perceived separately but less simple when combined together. The entrepreneurship resource-based view introduces the resource-based theory into the entrepreneurship topic and discipline. Since the entrepreneurship and social entrepreneurship are closely comparable, in this study, the entrepreneurship resource-based view is introduced to the social entrepreneurship topic. In particular, the human resources, one out of two other resources or capitals – are part of the social entrepreneur personal development. The social entrepreneur capacities could influence the flourishing of the social enterprise, in consequence the job opportunities created in the market. The methodology is designed on a sample of 38-Lebanese social enterprises to find support for our null or alternative hypothesis for each independent variable we are studying. In details, we find that human capital could influence social entrepreneurship capacity of job creation. On one hand, the education level of the social entrepreneur does not have a significant influence on the expectations of the social entrepreneur to create jobs. On the other hand, the professional experience of the social entrepreneur prior to its social enterprise creation affects the social enterprise job creation expectations.

Keywords: social entrepreneur; resource-based theory; human resource; job creation.

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1   Introduction

Studied from an entrepreneurship point of view, the social entrepreneurship is a hybrid model in which business tools are used to create a positive impact. Social entrepreneurs find opportunities where others simply see problems and limitations. They exploit social problems – opportunities – neglected and or created by the government to make sustainable change. They are innovative and creative in how they approach and exploit opportunities. Similar to an entrepreneur, social entrepreneur searches to monetise the idea and or initiative – and sustain their businesses. In fact, they create an innovative model that combines both the business and social identity. It stands between a business enterprise and a non-governmental organisation (NGO). The social enterprise is neither a simple business enterprise, searching only to make profit and increase shareholders value despite the real impact of the business itself, nor an NGO searching and concerned exclusively with its positive impact and limited to the potential and availability of its financial support. It is a creative and unorthodox approach to achieve positive financial revenue through positively impacting the society and or the environment. In fact, researchers, academics and practitioners could not yet agree upon one common definition to describe social entrepreneurship, social enterprise and social entrepreneur. The absence of one common definition presents simultaneously an opportunity and a limitation for the research and professional field. On one hand, in terms of research, the absence of a well-developed definition and agreed upon referent draws some limitations for the data sampling selection and generalisation of the results. On the other hand, the unavailability of a common approved definition presents a potential and generates interest in conducting more researches and studies in the field.

In addition, with a great applicable potential, the meaning of social entrepreneurship could depend and vary in different context such as the country social development situation, the government role and power, the capitalism concept, etc. (Bacq and Janssen, 2011). Social entrepreneurs differ eventually from an economy to another, from a society to another and from a market to another (Zahra et al., 2014).

Identically to a regular entrepreneur, social entrepreneurs need to develop the viability of the social enterprise. In other words, the success of social entrepreneurs is not simply owed to the created positive social impact. In terms of social enterprise success and failure, the sustainable social impact and change is significant but not sufficient. The success of social enterprises is reflected through the competitiveness, market shares and

contribution to the economic situation which is accomplished, for example, through job creation. In fact, social entrepreneur needs to grow a sustainable social enterprise. They need to solve social and or environmental problem through innovative and creative approaches (Schumpeter and Backhaus, 2003) that creates sustainable solutions and impact their sector of work. They need to monetise their business and move onward to attain financial sustainability (Sullivan Mort et al., 2003); liberating themselves from the need of continuous financial support and or governmental intervention. In addition, they need to scale their social impact for a larger group of beneficiaries. Even though, scalability remains not sufficiently studied (Meyskens et al., 2010; Bacq and Eddleston, 2018), we can link scalability of a social enterprise to its capacity to combine resources and capabilities (Desa and Basu, 2013; Bacq and Eddleston, 2018). In addition, Bacq and Eddleston (2018) confirm that engaging stakeholders, seizing government support and making financial earnings are positively correlated to the scalability of the social enterprise impact. In addition, the same study affirms that the stewardship culture resource impacts positively the scalability capacity.

Furthermore, social entrepreneurs need to be innovative while finding, combining and using available resources (Sud et al., 2009). They search for efficiency and effectiveness in managing and growing their social enterprises (Meyskens et al., 2010; Di Zhang and Swanson, 2013). The capacity, the availability and the cost of resource and resource acquisition influence the capacity of the social enterprise to implement its social mission and make social changes.

Moreover, social enterprises contribute to its local economy. For example, it creates job opportunities. When talking about job creation in the scope of social entrepreneurship, we cannot bound our understanding to typical regular remunerated jobs. The types of jobs social enterprises create are among volunteering and fully compensated jobs such as regular positions. According to Thompson (2002), the main jobs in social entrepreneurs are considered as a volunteering job (Westerdahl and Westlund, 1998; Salamon et al., 2003). According to the same study, a key element of success of social enterprises is the ratio between paid and volunteer personnel.

Studies show that the social economy offers a significant number of jobs for the market. In fact, a study conducted by Monzon and Chavez (2008) shows that, in Europe, 11 million individuals are employed by the social economy. In terms of income, the number represents 6.7% of the European Union's (EU) earned wages. The same analysis relying on the European data from 2010 data (Chaves Ávila and Monzón Campos, 2012) shows that 14 million individuals are employed by the social economy. At this stage, the social economy wages decreased compared to the overall wages revenues because of the increase in European population. In fact, in 2010, the social economy wages represent 6.5% of the overall economic earned wages. Accordingly, we can conclude that the social economy has a significant impact on the overall economy. In particular, the social economy contributes largely to the employment sector in the EU.

We extend the social entrepreneurship literature by contributing to the theory through understanding the resource-based theory, with a distinct emphasis on the human capital and its influence on job creation. We offer a theoretical understanding of the entrepreneurship resource-based theory applied to social enterprises. Furthermore, we study the influence of the human resource of the social entrepreneur on the potential of the social enterprise to create jobs. To understand the relation, we proceed from a micro

level analysis which is the social entrepreneur to a macro level analysis which is the market while passing by the social enterprise itself, the mezzo level analysis. The job creation or job opportunity is the result of the success of the social enterprise which we choose to examine through the mentioned factors such as sustainability, social impact, financial return, etc. We search to demonstrate the relationship between the social entrepreneurs' human capital, education and professional previous experience, and the job opportunities created by the social enterprise.

To conduct our study, we choose to present an overview of the literature and theoretical framework of the social entrepreneurship resource-based theory, success and job creation with a priority to the human capital. A methodology is detailed to test our hypothesis. The data is gathered from 38-Lebanese social enterprises. The results are communicated and discussed with implications and future research potentials and directions.

2   Literature and theory overview

2.1   Social entrepreneurship resource-based theory

According to Meyskens et al. (2010), the existing literature argues that social entrepreneurs use analogous operational procedures like commercial entrepreneurs. Those processes refer to resources, strategies and actions. In social entrepreneurship, resources are inventively combined; it is about setting resources in an exceptional approach to succeed in the exploitation of an opportunity (Morris et al., 2001). The combination of resource encourages social change and chases opportunity that addresses social needs (Mair and Marti, 2006). Resource-based theory uncovers how the social entrepreneurship activities reach scalability and sustainability (Day and Jean-Denis, 2016). According to Bloom and Smith (2010), with accurate resource and strategies, social enterprises facilitate their capital growth and value creation through alliances and public support. The social ventures are considered to present a highly competitive advantage that is related to their capacity to achieve their mission and create social value while combining and converting developed resources (Meyskens et al., 2010). Resource-based theory perspective includes tangible and intangible resources. It presents those resources that are essentially related to operational capabilities, business process (Ray et al., 2004) and value creation (Meyskens et al., 2010). As part of the entrepreneurial process, resource-based theory is about combining resources to create value.

2.2   Success growth and job creation

For some researchers, job creation is considered an essential mission for entrepreneurial activities.

The entrepreneurial activities participate in the economic development as an important structure through different processes. The entrepreneurship ventures participate in the economy not only through innovation and social positive impact, but also through job creation (Herrington et al., 2010).

The potential entrepreneurship businesses' contribution to decreasing unemployment rate and increasing economic growth is significant, especially through small and medium ventures. Furthermore, social entrepreneurship ventures potentials are also well

recognised. Researchers found a significant influence of social entrepreneurship on the economic development. Indeed, social enterprises have an insightful effect on the economy through encouraging employment, in addition to other positive impacts such as wealth, commercial creations and marginalised population supports. In brief, social enterprises cannot be disconnected from economic development and social progress (Ngonini, 2014).

Thompson (2002) presents a model for social entrepreneurship aiming to design a new map structure for the concept. The new model is based on four variables. Job creation is one of the variables, which shows the importance of the role of the social enterprise in creating job opportunities in the market.

The main job in social entrepreneurship is consider volunteering. A key element of success of social enterprises is the ratio between paid and volunteer personnel (Westerdahl and Westlund, 1998; Salamon et al., 2003).

According to the study conducted by Mnguni (2014), results have revealed that social enterprises are able to create jobs. Social enterprises are different from one another. Seven of the interviewed social entrepreneurs present a potential for creating jobs. Other social enterprises might already have created jobs, allowed the foundation of jobs or participated in facilitating the integration of some individuals in the private sectors through training programmes. In addition, the same study concludes about the duration of the job created by social enterprises. Based on the interviews conducted, the nature of the jobs is short-term and non-permanent. In general, the jobs created are based on volunteering nature or temporary positions. In her study, Mnguni (2014) is interested in the youth inclusion in the working force. She concludes that the youth view the social enterprises opportunity as a transitional job and not as a permanent employment position. Instead, in the study youth preferred corporate jobs. In addition, the study has shown a lack of knowledge and awareness of the youth on the social entrepreneurship understanding.

The social economy proved to be an important component and primordial contributor to the overall economic growth, especially in Europe (Evans and Syrett, 2007). Social entrepreneurship organisations play also an important role in social inclusion through job creation (Noya and Clarence, 2007). The quality of work and job conditions are relevant to all employment opportunities offered by the social economy not limited to the inclusion effort for vulnerable and excluded individuals (Heather and Teasdale, 2013).

In the report conducted by Heather and Teasdale (2013), a significant interested is showed to the quality of the employment provided by social entrepreneurial organisation. In fact, the quality of the job is defined through different aspects as follows: 'security of employment', 'provision of training', 'equality of payment', 'adequacy of pay', 'career progression opportunities', 'provision of a safe working environment', 'work life balance', 'individual autonomy at work' and 'positive working relationships'. The analysis of the results shows that 50.1% of the social entrepreneurship organisations from the studied countries are concerned with being able to provide a 'security of employment'. 37.6% consider that being able to provide their employees with a 'career progression opportunity' is difficult. In addition, 33% of the social entrepreneurship organisations explicitly state that providing an adequate pay rate is not easy to achieve and cause them some challenges. Furthermore, a similar percentage of 32.7% find that providing their employees with accurate training is a difficult and challenging aspect of employing. The answers and analysis of social organisation from one country to another

are different, but in this study, we are searching to understand the Lebanese social enterprise ecosystem.

The social entrepreneurial organisations employing unprivileged, marginalised or excluded individuals are more likely to be challenged while trying to provide a high-quality employment opportunities. In general, those social ventures are serving and employing vulnerable individuals. Nevertheless, this challenge could be caused by the fact that they are more concerned by the wellbeing of their workforce than other social ventures.

2.3   Human capital

Previously, human wealth was neglected in the name of freedom, values and beliefs. The human capital was accused to negatively perceive the human dignity. In fact, it was accused to materialise the human value (Schultz, 1959). Mill, in 1989 (Skorupski, 1989), introduces the concept of human capital in a different and more acceptable manner. It is showed as a skill that benefit human beings. It protects human freedom through increasing the liberty of choice.

In addition, economists in modern economy, such as Marx and Joan Robinson, founded a systematic analysis on human wealth. One of the reasons that economists neglected the concept of human wealth is their conventional point of view on capital including and limited to wealth classes with the common characteristics of being commonly traded in the market. In opposition, Fisher (1906) in different papers and in his book *The Nature of Capital and Income*, presented the concept of capital undoubtedly inclusive. Fisher's (1906) position on capital was rejected by Marshall allegedly claiming to keep the discipline of economics realistic and in connection with the market place (Schultz, 1959). Noting that it would be unfair to limit our discussion on the work of Marshall by only mentioning the capital concept and not highlighting his insights on the influence of food, housing, health and employee skills training on the economy. In addition, Marshall emphasises the importance of education and training.

On an opposite note, the introduction of the human capital and its influence on the economy became essential to answer new questions drawing a new perspective to the economy. Schultz (1959) illustrates the importance of human capital considerations in elaborating on underdeveloped and developed countries situations. For instance, underdeveloped countries search to grow their economy. Those countries intensely commit to construction programmes such as building power facilities, roads, steel mills, etc. In addition, in those same countries, training and education resources are barely available. Consequently, a question arises concerning resource allocations' optimisations. are those countries optimising their resource allocation? Studying this question by only considering non-human wealth provides misleading outcomes. Thus, as we previously mentioned and made evident with the elaborated example, a valid answer for such question needs to consider human and non-human capitals. Accordingly, it is not surprising that in those countries, the allocation of resources is far from its optimum in order to provide the country with the needed economic growth (Schultz, 1959). Chile, for example, is a constructive example of resource allocation in terms of human and non-human wealth. To achieve rapid growth, Chile invests primarily in the technical advancement and its labour force to guarantee a qualified technically trained human capital, as studied by Harberger (Hines, 1999).

2.4   Education and experience capital

The accumulation of education during the elementary school proved to influence the USA economy as studied by Schultz (1959). In addition, the human health is 'stocked' through the on-the-job training, health and strength (Schultz, 1959). As mentioned by Schultz (1959), a more inclusive and comprehensive study on capital research and its impact on the economy of developed countries would be interesting and beneficial. This kind of studies were preliminary and mainly motivated by the understanding that the increase of income in case of many companies is relatively insignificantly enough to be mirrored by the physical capital growth (as orthodoxly calculated). Aiming for a better economic explanation, researchers have started considering an improved physical capital calculation and an increased interest in technological revolution and human capital. In other words, researchers have noticed that to evaluate the economic situations, the studies should be viewed likewise from a different point of view such as the less tangible wealth (Becker, 1993). The avant-gardist researchers that address the studies of human capital are for example, Theodore Schultz, Sherwin Rosen, Jacob Mincer and Milton Friedman.

The human capital theory states that knowledge is a significant resource in entrepreneurship. As for Becker (1993), who addresses human capital intellectual roots, it is the conjunction of investment in different sectors such as education, training and medical care that are firmly related to the individual's knowledge, skills, health and/or values. Researchers tackle the subject of return on education as the formal education, which is one facet of human capital, even though an important one but not the only one. To elaborate, public education is the topic of many researches. Becker (1993) chooses a different interest, searching the value of professional training, consistency and conscientiousness.

The importance of entrepreneurship courses within all university degrees, specialisations, majors and disciplines are highlighted. In addition, the study encourages the free availability of such knowledge for everyone. Individual limitations such as resources and capabilities should not discourage the acquisition of such knowledge, since it would benefit the whole community in terms of social entrepreneurship mission, job creation, wealth, innovation, etc. Entrepreneurship informal knowledge in terms of trainings, internship, etc. provided and encouraged by the private sector such as by entrepreneurs, professors, policymakers, etc. supports the human capital of entrepreneurs and social entrepreneurs (Soriano and Dobon, 2009; Ribeiro-Soriano and Urbano, 2010). In order for social entrepreneurs to create more and better employment opportunities, their activities need to be economically supported by stakeholders. Such support benefits the social entrepreneur to succeed and grow their social business. In consequence, they serve their community through their social mission and the employment opportunity they provide (Rey-Marti et al., 2016).

The professional relevant experience predicts a social organisation that actively participates in the economic growth through creating job opportunities. Since the social entrepreneur experience is a key driver, a historical business failure of the entrepreneur is never an indicator of future limitations (Soriano and Dobon, 2009; Soriano and Castrogiovanni, 2012); In contrast, it could be a sign of learning opportunity inspiring a forthcoming success. Eventually, past professional failure might provide the social entrepreneur with important social and human capital. It could be a lesson in terms of knowledge and experience. It could benefit the social entrepreneurs not to repeat the same mistakes that led to a previous failure, increasing eventually the chance of success

and growth of the current entrepreneurial activity engagement. In consequence, they might attract better financial support.

H_{01} Social entrepreneurs' level of education does not influence the job creation opportunities by the social enterprise.

H_{a1} Social entrepreneurs' level of education does influence the job creation opportunities by the social enterprise.

H_{02} Social entrepreneurs' previous professional does not influence the job creation opportunities by the social enterprise.

H_{a2} Social entrepreneurs' previous professional does influence the job creation opportunities by the social enterprise.

3   Methodology

3.1   Data and sample

Our sample is composed of 38 Lebanese-based social entrepreneurs, that understand and define their social enterprise as a business through which they achieve financial return while positively impacting their society and or environment. In different words, Lebanese social enterprises are designed over a 'hybrid model' that apply business tools to solve social and environmental issues in the market through sustainable solutions and changes (Jamali, 2019). The social enterprises participating in our study are divided into different fields and sectors of work. The Lebanese social enterprises fields of work are women and youth empowerment and job creation, environment sustainability, healthcare, education, culture and heritage, transportation and agriculture. The sectors of social enterprise are acknowledged and identified through a study conducted by Jamali (2019). Our sample is selected through entrepreneurship programmes. They participated in entrepreneurship programmes organised for the Lebanese market. The consensus of each social entrepreneur is taken separately. In addition, a data protection and confidentiality agreement statements are stated to protect the participants and insure transparency and accuracy of the responses. The collection of data was done through different means according to the participants' availabilities and preferences. The data is collected through a survey. According to each participants' availability and preferences, the responses are collected through phone calls, online calls through zoom and teams' applications, and self-administered or in-person meeting interviews. To guarantee the quality of our questionnaire, we conduct two types of pre-testing. The first quality test is done with expert in the field to ensure that our questionnaire is effective and serves its purpose. The questions are clear and directed toward our data research. As a second pre-test method, we test the questions and the data collection through a couple of interviews and self-administered surveys. According to feedbacks, the questionnaire is finalised for the benefit of accuracy of our research. On a different note, a priori, our sample size and generalisability of results may present a concern. A posterior, the Lebanese social entrepreneurship sector is still a non-regulated sector in which a common definition of what is a social entrepreneurship, a social enterprise and social entrepreneur is absent. In addition, the legal identity is not yet developed or defined.

With a promising potential and serious professional work achieved throughout the years, the sector presents itself as the most promising in Lebanon according to the Lebanese Crisis Response Plan 2017–2020 developed between the Lebanese Government and different partners. The social entrepreneurship sector is estimated between 40 to 50 social enterprises (Jamali, 2019). The same study estimates that, with the same level of support for the sector available at the time when the report was written, between 20 to 40 social enterprises enter the ecosystem. Accordingly, in 2022, we can expect that the number of social enterprises is estimated between 90 and 140. A set of guidelines is set to select participants to study our hypothesis (Abdou et al., 2010):

- social enterprise stage of operation

- social entrepreneurship concept understanding

- positive impact, solutions and changes

- financial return or potential financial return

- innovation and non-conventional thinking

- sustainability and scalability potentials.

In our data collection, around 220 social entrepreneurs are contacted. After the first attempt, we received ten participation acceptances responses. The ten positive responses turn to be ten participants since they satisfy our set of criteria. As a final result, 38 participants are selected. The sample is selected after several attempts and through different communication channels. Moreover, we were connected to the participants due to different active stakeholders in the ecosystem. The number of participants should be considered in respect to different factors:

- the duplication of the social entrepreneurs' name as the founder of different social enterprises

- the low level of direct responses and interaction

- the low level of acceptance and willingness of participation in the study

- the social entrepreneur availability

- the capacity to estimate the population size (the number of social entrepreneurs and enterprises in the ecosystem which is non-regulated and unorganised)

- the capacity to reach out to the active social enterprise in the absence of a reliable reference.

Furthermore, the research time constraints and other resources constraints could justify our sample.

3.2 Variables measurement

The estimated number of job creation is the dependent variable. The independent variables are the level of education and the previous professional experience of the social entrepreneur.

The variables are studied through a survey with close-ended questions to be answered from a limited number of options.

Table 1   Survey questions by variables and options

Dependent variable: job creation

Question	Options	
How many employees do you expect to hire in the following 5 years?	0	None
	1	Between 1 and 3
	2	Between 4 and 6
	3	Between 7 and 9
	4	Between 10 and 12
	5	More than 13

Independent variable: education

Question	Options	
What is your highest educational diploma? If not, did you get any type of trainings?	0	No educational diploma or training
	1	Trainings
	2	Primary school (till 6eme)
	3	Complementary school (brevet)
	4	Bachelors' degree (academic or vocational)
	5	Undergraduate (license)
	6	Graduate (master level M1 or M2)
	7	Post-graduate

Independent variable: previous professional experience

Question	Options	
Did you have a professional previous experience before launching your social enterprise?	0	No
	1	Yes

We choose to facilitate the names of the variable according to the following abbreviations (Table 2).

Table 2   Variables and abbreviations

Question (variable)	Abbreviation
Expect to hire in the following five years	JobCreation
What is your highest educational diploma? If not, did you get any type of trainings (general or specific to the working field)?	EduLevel
Did you have a professional previous experience before launching your social enterprise?	ProfPrevExp

To investigate our hypotheses, we choose to use the SPSS software. Our analysis consists of drawing a correlation matrix followed by a regression analysis. Our methodology design starts with a correlation analysis. In fact, the correlation coefficients give the degree of the linear relationship between our variables (Pal and Bharati, 2019). The

regression analysis gives more information about the relationship confirmed through the correlation analysis.

4   Results

4.1   Correlation

The correlation analysis is a fundamental analysis that denominates the relationship or association between two or more analysis. It measures the strength and degree of the relation between the variables. In addition, it draws the direction of the association. The result of running a linear correlation analysis is a set of coefficients ranging from –1 (perfect negative relationship) to 1 (perfect positive relationship). A zero coefficient indicates an absence of linear relationship between the dependent and independent variables (Gogtay and Thatte, 2017).

   We run a chi-square test for each independent variable individually. The chi-square test compares the observed results with the expect results. It aims to explain the cause of the difference. In fact, it searches to determine if the difference between both results, observed and expected, is due to simple chance and accident or if it is owed to a relationship between the variable that we are studying. In the same test, we check the likelihood ratio to base our comparison and evaluation of the goodness of fit of the models (Franke et al., 2012).

   In the chi-square test (Table 3), the Pearson chi-square value is low (10.804) with an asymptotic significance of p-value 0.766 which is higher than alpha level of 0.05.

Table 3   Chi-square test – JobCreation and EduLevel

Chi-square tests			
	Value	*df*	*Asymptotic significance (2-sided)*
Pearson chi-square	10.804[a]	15	0.766
Likelihood ratio	12.203	15	0.664
Linear-by-linear association	0.334	1	0.563
N of valid cases	38		

Notes: [a]Twenty-two cells (91.7%) have expected count less than 5. The minimum
         expected count is 0.24.

In addition, the livelihood test shows a relatively low value of 12.203 with an asymptotic significance of p-value 0.664 which is higher than alpha level of 0.05.

   The data suggests to accept the null hypothesis and to reject the alternative hypothesis. In fact, the two variables studied, the job creation and the education level, are independent of each other. The education level does not have an influence on job creation.

   In the chi-square test (Table 4), the Pearson chi-square value is high (38.000) with an asymptotic significance of p-value 0.000 which is lower than alpha level of 0.05.

   In addition, the livelihood test shows a relatively high value of 23.023 with an asymptotic significance of p-value 0.000 which is lower than alpha level of 0.05.

Table 4   Chi-square test – JobCreation and ProfPrevExp

Chi-square tests			
	Value	*df*	*Asymptotic significance (2-sided)*
Pearson chi-square	38.000[a]	5	0.000
Likelihood ratio	43.801	5	0.000
Linear-by-linear association	23.023	1	0.000
N of valid cases	38		

Notes: [a]Ten cells (83.3%) have expected count less than 5. The minimum expected count
    is 0.79.

The data suggests to reject the null hypothesis and to accept the alternative hypothesis. In
fact, the two variables studied, the job creation and the previous professional experience,
are dependent of each other as for the studied model. In different words, the previous
professional experience of the social entrepreneur influences the capacity of the social
enterprise to create jobs in the market.

Table 5   Descriptive statistics table

Descriptive statistics			
	Mean	*Std. deviation*	*N*
How many job opportunities do you expect to create in the following five years?	2.74	2.101	38
Education level	5.82	0.834	38
Professional previous experience total	0.74	0.446	38

Table 6   Correlation matrix

Correlations		*How many job opportunities do you expect to create in the following five years?*	*Education level*	*Professional previous experience total*
How many job opportunities do you expect to create in the following five years?	Pearson correlation	1	0.095	.789**
	Sig. (2-tailed)		0.570	0.000
Education level	Pearson correlation		1	0.084
	Sig. (2-tailed)			0.616
Professional previous experience total	Pearson correlation			1
	Sig. (2-tailed)			

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

The person correlation value between JobCreation and EduLevel is very low (0.095)
which shows no correlation between both variables. The sig. value (2-tailed) shows the
same conclusion with a value of 0.570 superior to 0.01.

    The person correlation value between JobCreation and PrevPRofExp is high (0.789)
which shows a strong positive correlation for a confidence interval of 99%. In addition,

it is close to 0.8 which might show a very strong positive correlation. The sig. value (2-tailed) shows the same conclusion with a value of 0.000 inferior to 0.01.

Tables 7 and 8 show the case processing summaries details on the correlation by independent variables.

Table 7 Case processing summary (JobCreation ∗ EduLevel)

	Case processing summary					
	Cases					
	Valid		*Missing*		*Total*	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
How many job opportunities do you expect to create in the following five years? * Education level	38	100.0%	0	0.0%	38	100.0%

Table 8 Case processing summary (JobCreation ∗ PrevProfExp)

	Case processing summary					
	Cases					
	Valid		*Missing*		*Total*	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
How many job opportunities do you expect to create in the following five years? * Professional previous experience total	38	100.0%	0	0.0%	38	100.0%

Table 9 shows the details of the significant positive correlation between job creation and previous professional experience.

Table 9 Cross-tabulation (JobCreation ∗ PrevProfExp)

How many job opportunities do you expect to create in the following five years? ∗ Professional previous experience total cross-tabulation

		Professional previous experience total		*Total*
	Count			
		No	*Yes*	
How many job opportunities do you expect to create in the following five years?	None	10	0	10
	Between 1 and 3	0	4	4
	Between 4 and 6	0	3	3
	Between 7 and 9	0	3	3
	Between 10 and 12	0	5	5
	More than 13	0	13	13
Total		10	28	38

According to the cross-tab and percentage calculation (Table 10), we conclude that, for the following five years, the majority (46.4%) of the social entrepreneurs with a previous professional experience expect to create more than 13 job opportunities. 17.8% of social entrepreneurs with previous professional experience would create between 10 and 12 job

opportunities. 14.3% social entrepreneurs with previous professional experience expect to hire 3 or less employees. Last but not least, 10.7% of social entrepreneurs with previous professional experience expect to hire between 4 and 6 and 7 and 9 employees.

Table 10   Edited cross-tabs table (add percentage calculation) (JobCreation * PrevProfExp)

*How many job opportunities do you expect to create in the following five years? * Professional previous experience total cross-tabulation*					
		Count			
		Professional previous experience total		*Total*	*Percentage (job creation and previous experience)*
		No	*Yes*		
How many job opportunities do you expect to create in the following five years?	None	10	0	10	
	Between 1 and 3	0	4	4	14.3%
	Between 4 and 6	0	3	3	10.7%
	Between 7 and 9	0	3	3	10.7%
	Between 10 and 12	0	5	5	17.8%
	More than 13	0	13	13	46.4%
Total		10	28	38	

After studying the model through correlation analysis, we are interested in running a regression model analysis.

4.2   Regression

The linear regression, which is first proposed by Galton in 1984, is a statistical method to calculate the dependent variable value from one or more independent variables. Linear regression is a widely used modelling technique in which the independent variable is predicted and calculated based on one or more independent variables. It defines and quantifies the relation in the studied model (Kumari and Yadav, 2018; Chang, 2003, 2004).

According to the model summary (Table 11), r-value represents the correlation between the dependent variable JobCreation and the independents variables EduLevel and PrevProfExp of the social entrepreneur. The r-value is 0.789 which is greater than 0.4 showing a good level of correlation leading us to go further in the analysis. From Table 11, the R-square shows that 62.3% of the JobCreation variation is explained by the EduLevel and the PrevProfExp of the social entrepreneur. The R-square value is 0.623, above 0.5, showing a good result which is interesting enough to determine and show the relationship in question.

Table 11   Model summary

Model	*R*	*R-square*	*Adjusted R-square*	*Std. error of the estimate*
1	.789[a]	0.623	0.602	1.326

Note: [a]Predictors: (constant), professional previous experience total, education level.

From the ANOVA table (Table 12), at a confidence interval of 95%, the sig. value is 0.000 (p-value = 0.000) which is below 0.05. Therefore, we can see that there is a

statistical significance in the relationship model. We can find more details on the significance of relationship between the dependent variable and both independent variables studied.

Table 12 ANOVA table

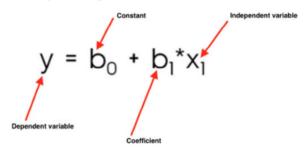|					
		ANOVA[a]			
Model	*Sum of squares*	*df*	*Mean square*	*F*	*Sig.*
1 Regression	101.789	2	50.895	28.927	.000[b]
Residual	61.579	35	1.759		
Total	163.368	37			

Notes: [a]Dependent variable: how many job opportunities do you expect to create in the following five years?
[b]Predictors: (constant), professional previous experience total, education level.

From Table 12 also, the F-ratio 28.927 is greater than 1 which shows the efficiency of the model. Since the F-ratio represents an improvement in the variable prediction through considering the possible inaccuracy in the considered model and fitting the model, our model is efficient.

While interpreting the ANOVA table, the p-value of the regression is interesting showing a value which is below the acceptable significance level (0.05). In fact, p-value = 0.0000 < 0.05, which shows a possible rejection of the null hypothesis in a greater extend analysis.

Figure 1 Equation (1): regression equation (see online version for colours)

$$y = b_0 + b_1 * x_1$$

Source: Davis and Pecar (2013)

Conferring to the regression formula in equation (1), the regression equation of our study is calculated. The result is as follow:

$$JobCreation = -0.415 + 0.073 * EduLevel + 3.703 * PrevProfExp$$

In Table 13 of coefficients, we are interested in interpreting the sig. value. The acceptable sig. value is any value below 0.05 for a confidence interval of 95%. Based on our table, the sig. value of the EduLevel variable is 0.783 which is clearly superior to 0.05 showing a non-acceptable value, which means the null hypothesis should be accepted. There is no significant relationship between the social entrepreneur's education level and the capacity of the social enterprise to create jobs. Accordingly, we accept the null hypothesis (H_{01}) and reject the alternative hypothesis (H_{a1}). The education level of the social entrepreneur does not influence the social enterprise job creation.

Table 13   Coefficients

Model		Unstandardised coefficients		Standardised coefficients	t	Sig.	95.0% confidence interval for B	
		B	Std. error	Beta			Lower bound	Upper bound
1	(Constant)	−0.415	1.554		−0.267	0.791	−3.570	2.740
	Education level	0.073	0.263	0.029	0.277	0.783	−0.460	0.606
	Professional previous experience	3.703	0.490	0.786	7.551	0.000	2.707	4.698

Note: [a]Dependent variable: how many job opportunities do you expect to create in the following five years?

As for the professional previous experience, the sig. value is p = 0.0000 which is obviously below 0.05 showing a significant relation between JobCreation and PrevProfExp. Accordingly, we reject the null hypothesis (H_{02}) and accept the alternative hypothesis (H_{a1}). The PrevProfExp has a significant influence on the social enterprise's' job creation potential.

5   Discussion: implications and recommendations

5.1   Job creation

As mentioned previously the social entrepreneurship sector, in general and in Lebanon in particular, is seen to present a great potential. It is through innovation, sustainability and positive impact, that social entrepreneurs find opportunities in social and environmental problems (El Ebrashi, 2017). In consequence, social entrepreneurs apply hybrid business model to solve social problems left and or created by the government. Through their work, they create jobs that are socially and environmentally responsible. They search for people that believe and are inspired by the enterprise social mission. By doing things this way, they deal with their employees based on a high level of professionalism and ethics (Heather and Teasdale, 2013).

The employees in social enterprise could be or become personally involved with the social enterprise mission beyond the financial return they are getting from the job itself. They become highly involved in the mission. In addition, together they create a very supportive and robust team. The ambiance in such enterprises could be professional and supportive. This atmosphere could increase the level of productivity of the social enterprise. A priori, the number of jobs created by social enterprises could seem to be minor in comparison to other type of businesses. We need to take into consideration different aspect of the situation such as the emergence of such entities in developed countries. A posteriori, the number of potential jobs is relatively substantial compared to the limited number of operational social enterprises. We can mention a list of limitations such as the absence of legal regulation and relative organisational entities, the lack of a common theoretical and practical definition of the social entrepreneurship understanding, the limited or lack of social awareness for such identities, the burden of the financial and

the economic situation and the work scope limitations of being registered as commercial or NGO or even having both official registered identities. For all that, social entrepreneurs' influences on their sector, on the market and the economy through job creation could be significant in different ways (Davies et al., 2019).

The social entrepreneurs might have a more inclusive approach for marginalised individual. They might offer and find a job for individuals who without this opportunity could find it difficult to enter the work place. It could be done through the social enterprise recruiting process or the main mission of the social enterprise itself. Through their innovative way of finding and exploiting opportunities, they could benefit and inspire others to benefit from hidden talents.

5.2 Educational level

The education diploma of the social entrepreneur has no significant relationship with the capacity of the social enterprise to create job opportunities in the market (Simpeh, 2011).

In fact, the formal education system might not yet be adequately oriented and developed to create more entrepreneur or social entrepreneurs. The school system is still based on a rigid curriculum. It still focuses on traditional disciplines that have limited potential influence on students' skills and capacities. Those materials and disciplines could still serve the students, but the absence of other disciplines, that could encourage and inspire students to become future entrepreneurs and social entrepreneurs, impairs the existing potential. In addition, the teaching techniques and methods used are not fully accommodated to the youth development. The teaching material and techniques used could benefit from certain changes and updates to meet nowadays demand and create more creative and innovative individuals encouraged to become entrepreneurs and sensitive to social and environmental problems (Day and Jean-Denis, 2016).

The extra curriculum activities could benefit students in developing their creative potentials. In addition, such activities are designed to teach young people new skills, abilities and knowledge. The student participation in such extra curriculum activities is limited by different factors such as availability and social and financial situation. It could be interesting to make this type of activities available and reachable to more youth. This could be done on different levels such as the individual level, the ecosystem level and the government level.

At the university level, the formal education includes more entrepreneurship discipline in the curriculum and the diplomas. Nevertheless, it is in general limited to the business schools and faculties, which is interesting but maybe not sufficient. An integration of such discipline, mindset and skills could benefit many other fields and domains such as architecture, medicine, law, education, etc. It could inspire, enhance and teach students, in such fields, to orient their career and studies toward social entrepreneurship.

Different kind of support programmes are developed to mentor and guide people with ideas. In fact, this is done through trainings. During those trainings, a set of skills and knowledge is offered helping the individuals to initiate and implement a social entrepreneurship idea. Those programmes offer an unformal kind of education and develop a certain appropriate mindset and somehow gather the social entrepreneurs together.

The educational diplomas could have a certain effect on the professional image and credibility of the social entrepreneur and the team involved. It could even predict

personal skills such as hard work and dedication. In fact, it could influence the potential of the social entrepreneur to attract financial support. This relationship could present a potential for future research while combining the variables in different models. The investors could prefer a well-educated social entrepreneur holding a well-recognised diploma over a less educated social entrepreneur.

5.3   *Previous professional experience*

The previous professional experience has an influence on the capacity of the social enterprise to create jobs. In fact, social entrepreneurs benefit from their previous experience in different manners. Indeed, their previous professional experiences provide them with techniques and knowledge to manage their social enterprise (Simpeh, 2011).

After experiencing the real-life business, the social entrepreneur could design their own social enterprise management system. In fact, social entrepreneur could decide to shift their career into becoming a social entrepreneur searching for the entrepreneurship freedom and refusing the status quo of regular employment. They apply their talent, skills and passion to create, manage, develop and grow their social enterprise instead of involving in others' professional project. If the previous employed organisation decision making process is purely financially oriented, with low or no concern on its social and environmental impacts, the social entrepreneur could be influenced to engage in positive impact and changes.

They can apply their informal knowledge, acquired in the job, to make decisions and deal with situations in a more efficient and effective way. They could make less mistakes and preferably find, organise and utilise resources. For some researchers, the availability of resources limits our understanding of social entrepreneurship. In fact, they argue that entrepreneurs and social entrepreneurs are not limited to the availability of resources. They are capable of achieving outcomes even in scarcity of resources.

Social entrepreneurs' previous experience could influence in applying better strategies and communication techniques with their employees. After experiencing employment in their previous professional experience, social entrepreneurs could benefit from their experience to deal in the best way possible with their employees on the personal, human and professional level. They search to attract an interesting pool of applicants (professional and socially responsible), hire the right person in the right position, train and retain employees while offering them a supportive environment, an interesting benefits package, and a career development plan (Meyskens et al., 2010).

The social entrepreneurs' previous experiences introduce them to the stakeholders in the ecosystem. It benefits them in knowing how the real-world business works. In addition, it benefits them in building and developing their social capital such as their network.

6   Limitations

Our study presents few methodological limitations. First, the self-reported information could be biased since it is based on the evaluation and expectation of the social entrepreneur that could be subject to over-motivation or discouragement feelings. However, the entrepreneurs' participation – in our case the social entrepreneurs' – matters since their opinion and point of view matter the most. They are the best to know

and reflect the plan and decisions of their social enterprises (Covin, 1991; Hambrick, 1981). In addition, the enterprise could be considered the personal extension of the social entrepreneur. In general, they make or have a significant influence on the enterprise strategic decisions (Lumpkin and Dess, 1996).

Second, the sample size could present certain limitations for generalisation of the results. Since our sample size is 38 individuals, it could be seen insufficient. In fact, it is essential to view the sample size in reference to different other information. The size of the population, the limited information and the accessibility to the unregulated ecosystem justify the sample size.

Even though the sample size in our study is explicable and justifiable, future research could work to include a larger size database in the methodology study especially when a quantitative analysis is included. When the sample size is larger, more quantitative tests could be run drawing the possibility to better understanding of the relationship.

Third, the entrepreneurship resource-based theory includes more capitals and resources such as the social and financial resources that were not introduced in the model of this study. The exclusion of some resources could influence the rejection and acceptance of hypothesis and the correlation between variables. Future analysis could include the social and financial resources for example and initiate a comparative study between both models.

Fourth, our data collection and results could be influenced by the economic, financial and social situation. To confirm this influence, a data gathering could be conducted in a different timing with a different social situation. In addition, both models could be compared and contrasted. Furthermore, we can replicate the study in a different market in order to understand the influence of the independent variables on the dependent variable.

Fifth, our methodological model does not take into consideration the controlled variables. Some controlled variables could influence the results of the study. In fact, the social entrepreneurs' gender, the social enterprises' size and the organisational identity of the social enterprise could have an influence on the results (Bacq and Eddleston, 2018).

Sixth, since the sample was selected from within the ecosystem, the answers might be relatively identical. In addition, the absence of a common theoretical and practical definition of social entrepreneurship could influence the sample identity. We can expect that a different arrangement of a social enterprise definition could influence the results (Bacq and Eddleston, 2018). Even though, it would be improbable to select a social entrepreneurs' sample in a different way or context, further studies' samples could be selected differently.

Last but not least, the time and resource constraints of the research could influence the data gathered. In consequence, these constraints could impact the results.

7   Conclusions

In summary, social entrepreneurs' resource-based theory features the advantage of resources and their availability. The social entrepreneurs' human, social and financial capitals could influence the capacity of the social entrepreneur to, run manage and grow the social enterprise. The human resource includes the education and previous experience. Our study shows that the social entrepreneur education level does not influence the capacity of the social enterprise to hire new employees and create job opportunities in the market. As for the professional previous experience, it has a

significant positive influence over the job creation capacity of the social enterprise. Our model relates the entrepreneurship resource-based theory to job creation. Our results underline the social entrepreneurship resource-based theory and how the resources influence the job creation through the capacity of the social enterprise to innovate, create positive impact, sustain their model and scale the impact.

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