

Entrepreneurial Skills And Their Role In Achieving Entrepreneurial Social Orientation An Analytical Study Of The Opinions Of A Sample Of Investors And Founders In Private Schools In Diwaniyah Governorate

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Abstract : The current study aims to identify the role of entrepreneurial skills through its dimensions (communication, teamwork skills, leadership skills, problem-solving skills, enthusiasm, focus on ultimate goals, entrepreneurial creativity, creating a new project), in achieving the entrepreneurial social orientation through its dimensions (risk-taking social, social proactive, social relations), as the problem of the study consisted of a number of questions in order to define the intellectual frameworks variables, and then diagnosing the level of interest in it in the field. As well as identifying the appropriate procedures by the organization, and two main hypotheses were developed, from which several hypotheses branch out to measure the level of association and influence by analyzing the relationship between these variables. Investors and founders in private schools in Diwaniyah Governorate were selected in the field for the study and testing of their hypotheses. The questionnaire form was adopted as a main tool in collecting data related to the field side of the study. The sample size was (357). Entrepreneurial social orientation, and the study concluded with a set of recommendations.

Keyword: Entrepreneurial Skills, Entrepreneurial Social Orientation.

INTRODUCTION: In order to become a successful entrepreneur, it requires a set of entrepreneurial skills in order to be able to work efficiently and achieve goals to achieve success, as entrepreneurial skills represent the advantage that organizations rely on in developing their various operations and activities, in a way that makes them maintain their renewal and development continuously, to ensure that there is no retreat. On the other hand, the study of the entrepreneurial social orientation focuses in particular on creating social value and stimulating social change, to achieve beneficial results resulting from the data of positive social behavior that focus on the intended objectives of this behavior and/or the broader community of individuals and organizations and / or environments.

Research Methodology

First: The Problem of The Study

Entrepreneurial skills are the main source of excellence for organizations, and their success in implementing a number of innovative projects in their own environment. In addition, many organizations have begun at the present time to be interested in the entrepreneurial social orientation through the creation of ideas and opinions that concern society primarily because of the great importance of this concept. In improving its relationship with the community, and from here, the problem of the study is reflected in a fundamental question that says (Do the entrepreneurial skills of investors and founders in private schools have an important role in the entrepreneurial social orientation) and from this question several important questions emerge:

- 1-Are the dimensions of entrepreneurial skills available to investors in the private schools under study? What is the level of availability?
- 2-To what extent are the investors and founders in the surveyed private schools interested in entrepreneurial social orientation?
- 3-What is the nature of the relationship between the entrepreneurial skills of investors and founders in private schools and the entrepreneurial social orientation of their projects?

Second: The importance of the study

The practical importance of the current study can be identified and described in a number of important points, perhaps the most important of which are the following:

1-The importance of the study is embodied in the light of the researched variables, as entrepreneurial skills are among the characteristics that must be available in contemporary organizations, in addition to the fact that the importance of the entrepreneurial social orientation has increased recently due to its connection with the environment, society and the organization.

2-The researcher tries to diagnose the reality of the researched variables in the study sample private schools by using a number of ready-made scales that have been adapted to suit the Iraqi environment, in a way that allows the researcher to provide a set of solutions to address the problems facing the private schools surveyed and as far as it relates to entrepreneurial skills and entrepreneurial social orientation.

3-An attempt to benefit from the results of this study to enhance the concepts of entrepreneurial social orientation in private schools in Diwaniyah Governorate, by creating an integrated framework that can be relied upon to find a means to consolidate the values of entrepreneurial social orientation among investors and founders.

Third:- The objectives of the study

1-Determining the relative importance of the dimensions of entrepreneurial skills, and diagnosing their reality in the study community.

2-Determining the relative importance of the dimensions of the entrepreneurial social orientation, and diagnosing its reality in the study community.

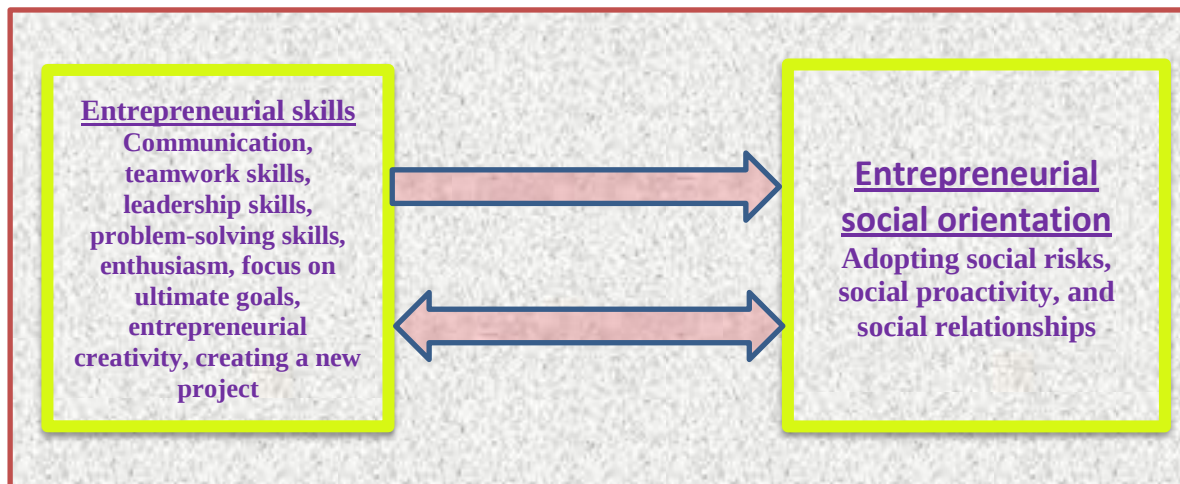
3-Indicating the level of contribution of entrepreneurial skills in the availability of the dimensions of the entrepreneurial social orientation of investors and founders in private schools

Fourth:- The hypothetical scheme of the study

The purpose of this paragraph is to develop a detailed plan for the study to follow in order to achieve the goals that you aspire to, see Figure (1), and accordingly, the research variables can be identified as follow:

1-The independent variable: It is represented by entrepreneurial skills, which includes four dimensions (communication, teamwork skills, leadership skills, problem-solving skills, enthusiasm, focus on ultimate goals, entrepreneurial creativity, creating a new project), and the scale (Reyad et al. al.,202).

2-The dependent variable: - represented by the entrepreneurial social orientation, which includes three dimensions (the adoption of social risks, social proactivity, and social relationships) and a scale was adopted (Kraus et al., 2017).



Fifth: The hypotheses of the study

- Correlation Hypothesis

The first main hypothesis: - There is a statistically significant correlation between entrepreneurial skills and entrepreneurial social orientation.

- Impact Hypotheses

There is a statistically significant effect of entrepreneurial skills on entrepreneurial social orientation.

Sixth: Scope of the study

1-spatial boundaries

The spatial boundaries of the study are represented by investors and founders in private schools in Al-Diwaniyah Governorate

2-Human Temporal

The human limits of the current study are represented by all investors and founders in private schools in Al-Diwaniyah Governorate.

3- Temporal limits

The theoretical and exploratory study extended from October (2022) to February (2023). This period is considered the basis for collecting data and information on the theoretical and practical aspects. It also included the period of distributing questionnaires to the study sample.

Seventh: Study tools

To achieve the objectives of the study and test its hypotheses, the questionnaire was used, and table (1) shows the structure of the questionnaire, as well as clarifying the sources that were adopted in its design.

Table (1): Questionnaire's and measures

Source	Dimensions	Variables	Interlocutor
Reyad et al.,2020	Team work skills	Entrepreneurial skills	The first axis
	Driving skills		
	Problem-solving skills		
	Focus on the end goals		
	Enthusiasm		
	Entrepreneurial creativity		
	Create a new project		
Kraus et al.,2017	Taking social risks	Entrepreneurial social orientation	second axis
	social proactivity		
	Social relations		

Eighth:-data analysis methods

The researcher relied that On a pentagonal Likert scale for distributing strengthse On the questionnaire tool, and therefore in order to analyze the field side of the study, a number of statistical methods were used in dealing with the forms collected from the respondents and using the statistical bag for social sciences(SPSS.v.25):-

1- Arithmetic mean: - It is used for the purpose of knowing the average answers of the sample members.

2- Standard deviation: - It is used for the purpose of knowing the dispersion of the answers of the individuals of the researched sample from its arithmetic mean.

3- Relative importance: It is to determine the importance of each paragraph of the scale items compared to the other items.

4-ordinal importance, technique plot. To test the validity of the study scale construction

5- Correlation coefficient Pearson Simple: - used for the purpose of determining the correlation between the study variables.

6-Equation modeling Structured by program (Amos) To test direct hypotheses and interactive influence.

Theoretical framework

First: Concept Entrepreneurial Skills

Regardless of the direction in which entrepreneurial perceptions evolve, successful entrepreneurs share skills and characteristics that need to be adapted to different environments. These skills can be applied when creating a private organization or working in an existing organization (Oosterbeek et al., 2010:443)

Entrepreneurial skills are more applied concepts on the ground than just theoretical philosophical concepts, and despite the expansion of writings on this concept at the present time, it is not recent to this degree (Cooney, 2012:2). (Undiyaundeye, 2015:11) emphasized that entrepreneurial skills began to be paid attention to in the eighties of the last century due to technological and economic changes, which prompted organizations to acquire these skills in order to improve their productivity and enhance their competitive advantage in a manner that is consistent with these developments. The ability of the entrepreneur to arrange attitudes and knowledge to deal with activities and issues related to entrepreneurial learning processes (De Araújo et al., 2020:156)

From the foregoing, it can be said that entrepreneurial skills are those skills required by individuals to be described as entrepreneurs, and possessing this type of skills makes these individuals more capable than others in being proactive in diagnosing promising opportunities and dealing with threats in order to turn them into investable opportunities. Add to this their inclination towards adopting the risks resulting from this process, depending on the creative and innovative elements that they possess.

Second: The importance of Entrepreneurial Skills

Entrepreneurial success requires a set of skills and investment of opportunities, capabilities and resources, as the lack of such skills may be one of the most important obstacles to growth in many organizations. Time for human resources (Undiyaundeye, 2015:11). These entrepreneurial skills also play an important role in enhancing the administrative and technological skills that the organization adopts to invest in the opportunities available to it and avoid the threats that hinder it at work (Ismail et al., 2019:3)

For his part, (Norouzzadeh, 2010:3) indicated that entrepreneurial skills increase the individual's ability to perform work duties, and by developing entrepreneurial skills, individuals improve their knowledge in the relevant field and prepare themselves to face challenges. Entrepreneurial skills also play an important role in advancing organizational activities, especially job performance (Chew et al., 2016:718).

Third: Dimensions of Entrepreneurial Skills

1-Contact

Communication is the process of conveying ideas to ensure a clear meaning, as communication is a necessary social skill for business growth (Costin et al., 2018:3). The impact of communication on business growth depends on some practices that must be in place (Leon, 2017:98).

2-Leadership skills

It is represented by the skill and ability of the leader to motivate the workers with whom he deals and communicate with them to build cohesive work teams that contribute positively to achieving the organizational effectiveness of bringing about change in a manner that is consistent with environmental developments and at all levels of the organization (Costin et al., 2018:3)

3-Problem-solving skills

The problem-solving skill is represented by the skill of human resources in diagnosing and analyzing the causes of the problems they face at work, then proposing a set of alternatives and then evaluating and comparing them, to make decisions to choose the best ones, to address problems in a timely manner and with the least possible loss (Costin et al., 2018 :3)

4- Entrepreneurial innovation

They are the skills that help entrepreneurs present new, unfamiliar ideas to develop work and come up with new, unknown products. These skills are developed and strengthened through the knowledge and experiences accumulated by their holders, as well as the importance of training programs (Costin et al., 2018:3)

5-Teamwork skills

The skill of cooperation and teamwork reflects the ability of entrepreneurial human resources to cooperate and work in a team spirit with others and encourage them to exchange ideas and knowledge among themselves in order to spread the partnership philosophy in every aspect of the project, whether financial or material (Costin et al., 2018:3)

6-Create a new project

The project can be viewed as referring to a set of purposeful and interrelated events and activities that begin with investing money and other resources that result in unique goods and services to meet the needs and desires of customers (Jardim, 2021: 357).

7-The Skill of Focusing on the Ultimate Goals

This dimension refers to understanding the goals of the organization towards improving entrepreneurial skills, as business organizations with a high market orientation are expected to have good relationships with customers and create superior value for them. Some empirical studies also reported that focusing on entrepreneurial goals is able to contribute to specific organizational outcomes, such as the ability to innovate (Nasir, 2013: 10-11)

8-Enthusiasm

And it expresses the extent of perseverance of the entrepreneur in his work with the project and his continuity in trying and not retreating in the face of difficulties until its completion, and the dedication in making efforts to reach the goals successfully, as entrepreneurs and owners of small projects believe that achieving successes and ensuring continuity follows through diligence, patience, permanent giving and sacrifice, and enduring difficulties In order to achieve future hopes and goals (Ibrahim et al., 2018:1222).

Fourth: The concept of Entrepreneurial Social Orientation

Social entrepreneurs search for new opportunities and make a positive impact using leadership and management methods. The entrepreneurial social orientation works to achieve profit while creating change by providing value to society (Noruzi et al., 2010:3). (Bacq, 2011: 374) indicated that the social entrepreneurship orientation (Social-Entrepreneurship-Orientation) through the inclusiveness and interdependence of society, changes can be made that will move the complexes forward, by linking sectors, stakeholders and diverse community networks with a strong and flexible relationship. And fruitful, and communication between communities to obtain a greater community relationship by creating bridges to pool resources.

On the other hand, (Dwivedi & Weerawardena, 2018:33) stated that the entrepreneurial social orientation is the phenomenon of applying business expertise and market-based skills in the non-profit sector, such as when non-profit organizations develop innovative approaches to earning income. (Lang & Fink, 2019:156) showed that the entrepreneurial social orientation is an approach that applies entrepreneurial behaviors by a group of individuals or a specific organization that may be emerging, to achieve an innovative idea on the ground, that provides social, environmental or cultural solutions, and the entrepreneurial social orientation aims to bring about Positive change in society and the world, as an alternative to material profits only. (Halberstadt et al., 2021:139) indicated that it is the process through which innovative

solutions are provided to society's most needed social problems, addressing major social issues and introducing new ideas for change on a large scale. From the foregoing, it can be said that the entrepreneurial social orientation is an organizational behavior aimed at solving social problems and providing innovative ideas to initiate a social change that is the basis for creating social value that contributes to the well-being of society and the sustainability of its resources.

Fifth: The importance of Entrepreneurial Social Orientation

That the main motive of the entrepreneurial social orientation is the creation of social value, rather than personal wealth and shareholder wealth, and that organizational activity is characterized by innovation, or the creation of something new rather than simply replicating existing activities or practices (Ibrahim, 2016:244). (Boschee, 2015: 76-77) indicated that the importance of the entrepreneurial social approach is as follows:

- 1- Adopt a mission to create and preserve social value, not just private value.
- 2-Recognizing new opportunities and pursuing them to serve this mission.
- 3-Engage in the process of innovation, adaptation and continuous learning.
- 4-Acting boldly without being restricted by the resources currently available.
- 5-Demonstrate a strong sense of accountability to target groups and results generated.

As for (Parajuli, 2019: 2), the entrepreneurial social approach is seen as working on coexistence between social and economic logic within organizations by achieving a balance between the two, from the perspective that organizations may gain many forms of benefits (financial, social, environmental, and others). On the other hand, (Ranasinghe et al., 2019:46) concluded that the entrepreneurial social orientation provides many potential benefits, such as increased efficiency, increased market share, and long-term competitive advantage. (Hashom et al., 2020:17) indicated that the entrepreneurial social orientation helps the organization in responding to the needs of customers, as the community's awareness of the problems around it and the need to strive to reduce them is increasing, and this compatibility with the lofty goal for which the entrepreneurial social orientation was found A major contributor to attracting customers, because it responds to meet their needs.

Sixth: - Dimensions of Entrepreneurial Social Orientation

1-Adopting Social Risks

The adoption of risks for any organization reflects the desire to invest significant resources in entering unknown or uncertain markets, and ignore the possible outcomes, so taking risks involves the ability to act beyond usual practices and accepted standards (Kraus, 2017:2). The organizations with the best levels of performance are those that adopt policies with medium levels of risk (Tomova et al., 2021:3)

2-Social Proactivity

Proactivity is interpreted as dealing with the reaction to an accidental situation, which may occur when organizations respond to problems that threaten their survival, so being proactive involves thinking about the ways in which organizations overcome their structural barriers, thrive, and make effective decisions. Thus, proactivity refers to the active search for opportunities, anticipation of demand, and the first to take a position, and it differs from creativity in how the latter incorporates something new, such as an invention (Kraus, 2017:2). More simply, proactive activity involves repeatedly executing new actions (Bendahan, 2017:887)

3-Social relations

Social influence implies an organized issue in a society to bring about a change in the feelings, behaviors, and ideas of individuals, intentionally or unintentionally. community (Sağnak et al., 2015:152). And (Saleem et al., 2017:130) showed that social influence represents the extent to which the organization can influence the decisions taken by individuals in society and encourage them to deal with the organization.

Statistical Method

First: coding

For the purpose of facilitating the statistical analysis process, the variables included in the study were replaced by a set of symbols and abbreviations shown in the table (2).

schedule (2)Characterization Study Variables

Variables	Dimensions	code
Entrepreneurial Skills	Team work skills	ENSK
	Driving skills	
	Problem-solving skills	
	Focus on the end goals	
	Enthusiasm	
	Entrepreneurial creativity	
	Create a new project	
Entrepreneurial Social Orientation	Taking social risks	SOEO
	social proactivity	
	Social relations	

Second: confirmatory factor analysis

1-The structural model of the dimensions of the entrepreneurial skills variable

A structural model was built for the entrepreneurial skills variable, which shows the dimensions and paragraphs of this variable with (8) dimensions distributed over (28) paragraphs, using the statistical package of (AMOS.V.26) program. The indicators related to this model were extracted.

Table (3) Indicators of conformity to the entrepreneurial skills variable

Indicators	X ² / Df	Indicators of Absolute Conformity			Increasing Indicators of Conformity	
		GFI	AGFI	RMSEA	CFI	NFI
Pointer value	1.675	0.947	0.935	0.066	0.917	0.916
Comparison	<i>less than 5</i>	<i>greater than or equal to 0.90</i>		0.08-0.05	<i>greater than or equal to 0.90</i>	
Researcher's decision	The form is accepted					

It is noted from the results of Table (3) that the indicators of the quality of conformity explaining the entrepreneurial skills variable are appropriate and acceptable according to the rules set by (Hair et al., 2017), That is, investors and founders in private schools in Al-Diwaniyah governorate realize the importance of entrepreneurship skills, and therefore the paragraphs set for this variable are interpreted for the dimensions that were developed for it, and this was shown through the structural structure that was designed by (AMOS.V.26),and that these paragraphs have different standard saturations and a standard higher than (0.30), as shown in Table (23) The explanation for the structural model of the entrepreneurial skills variable.

2-Structural modeling of the dimensions of the entrepreneurial social orientation variable

A structural model was built for the entrepreneurial social orientation variable, which shows the dimensions and Element of this variable by (3) dimensions distributed over (12) paragraphs, using the statistical package of the (AMOS.V.26) program. The indicators related to this model were extracted.

Indicators	X ² / Df	Indicators of Absolute Conformity			Increasing Indicators of Conformity	
		GFI	AGFI	RMSEA	CFI	NFI
Pointer value	2.334	0.907	0.904	0.072	0.918	0.916

Comparison	<i>less than 5</i>	<i>greater than or equal to 0.90</i>	0.08-0.05	<i>greater than or equal to 0.90</i>
Researcher's decision	The form is accepted			

It is noted from the results of Table (4) that the indicators of the quality of conformity explaining the variable of entrepreneurial social orientation are appropriate and acceptable according to the rules set by (Hair et al., 2017). Thus, investors and founders in private schools in Al-Diwaniyah governorate realize the importance of Entrepreneurial social orientation, and the paragraphs set for this variable clarify the dimensions for which it was developed, and this was shown through the structural structure that was designed by (AMOS.V.26), and that these paragraphs have different standard saturations and a standard higher than (0.30), as shown in Table (4) explains the structural model of the entrepreneurial social orientation variable.

Description of the study variables

First: - Independent Variable (Entrepreneurial Skills)

It is noted from the results of table (5) that the investors in private schools realize the importance of entrepreneurial skills, which means that the investors focus on achieving their final goals by focusing on studying the labor market, taking notes, developing appropriate strategies, improving them, and implementing them using an expert educational staff capable of achieving success in delivering the message that It aims to achieve it in order to achieve good final results, and this showed a relative interest of (62%) with an arithmetic mean of (3.12).) with a standard deviation of (0.942), while the entrepreneurial creativity dimension was in the last rank, as it obtained the lowest arithmetic mean (3.07) and relative interest (61%), which means that investors in private schools have the importance of developing entrepreneurial creativity in order to improve entrepreneurial skills and seize opportunities to achieve Long term goals.

Table (5) summary of the results of entrepreneurial skills

Element	Mean	the direction of the answer	answer level	standard deviation	Relative importance	order of importance
Team work skills	3.14	neutral	Moderate	0.791	63%	2
Driving skills	3.10	neutral	Moderate	0.665	62%	5
Problem-solving skills	3.13	neutral	Moderate	0.907	63%	3
Focus on the end goals	3.13	neutral	Moderate	0.972	63%	4
Enthusiasm	3.10	neutral	Moderate	0.808	62%	6
Entrepreneurial creativity	3.16	neutral	Moderate	0.942	63%	1
Create a new project	3.07	neutral	Moderate	0.850	61%	8
Team work skills	3.09	neutral	Moderate	0.729	62%	7
Entrepreneurial Skills	Mean		3.12	Relative importance		62%
	standard deviation		0.727			

Second: - the dependent variable (Entrepreneurial social orientation)

The entrepreneurial social orientation variable was measured through three dimensions (adopting social risks, social proactivity, and social relations represented in (essential processes, sustainability, and society) with (12) items. The descriptive statistical analysis of the dimensions of entrepreneurial social orientation was explained as follows:

It is noted from the results of table (6) that the investors in private schools realize the importance of Entrepreneurial social orientation, which means that the investors focus on building social relationships and investing these relationships to improve the performance of their private schools, achieve success and provide the best performance, and this showed a relative interest of (60%) with an average My arithmetic amounted to (3.01), and this variable was measured through three dimensions, at the forefront of which was the social relations dimension, as it had the highest arithmetic mean (3.14) and a standard deviation of (1.014), while the social risk dimension represented the last rank, as it had the lowest Mean arithmetic (2.86) and relative interest (1.009), which means that investors in private schools have the importance of developing educational cadres in order to face risks if they occur and to develop appropriate solutions to address .

Table (6) a summary of the results of the entrepreneurial social orientation

Element	Mean	the direction of the answer	answer level	standard deviation	Relative importance	order of importance
Taking social risks	2.86	neutral	Moderate	1.009	57%	3
social proactivity	3.01	neutral	Moderate	0.903	60%	2
Social relations	3.14	neutral	Moderate	1.014	63%	1
Entrepreneurial social orientation rate	Mean		3.01	Relative importance		60%
	standard deviation		0.795			

Fifth: Hypothesis testing

1:- Correlation hypothesis

The first main hypothesis

The first main hypothesis (there is a statistically significant correlation between entrepreneurial skills and entrepreneurial social orientation.

Table (7) presents the nature of a statistically significant correlation between entrepreneurial skills and entrepreneurial social orientation. This strength was estimated at (0.917) at a significant level (0.01), which means that the strength of the correlation relationship according to the criterion (Cohen et al., 1983) is characterized as a relationship A strong correlation, and the results showed a correlation between entrepreneurial skills and the dimensions of entrepreneurial social orientation, ranging from (0.634) for the social risk adoption dimension to (0.935) for the social relations dimension, which means that investors in private schools realize the importance of the relationship between entrepreneurial skills and entrepreneurial social orientation.

Table (7) Matrix of correlation between entrepreneurial skills and entrepreneurial social orientation

Variables	Connection	Team work skills	Driving skills	Problem-solving skills	Enthusiasm	Focus on the end goals	Entrepreneurial creativity	Create a new project	Entrepreneurial skills
R	Taking social risks								
	0.465**	0.662**	0.658**	0.353**	0.651**	0.562**	0.535**	0.595**	0.634**
T	9.896	16.689	16.464	7.129	16.159	12.838	11.931	13.988	15.447
R	Social proactive								
	0.441**	0.533**	0.653**	0.619**	0.331**	0.717**	0.667**	0.581**	0.658**
T	9.258	11.919	16.245	14.912	6.609	19.462	16.867	13.507	16.464
R	Social relations								
	0.684**	0.823**	0.853**	0.849**	0.702**	0.875**	0.867**	0.862**	0.935**
T	17.667	27.452	30.794	30.444	18.572	34.245	32.782	32.220	49.674
R		core operations				sustainability		society	
Team work skills		0.635**				0.682**		0.578**	
Driving skills		0.703**				0.780**		0.791**	
Problem-solving skills		0.742**				0.848**		0.770**	
Focus on the end goals		0.946**				0.793**		0.634**	
Enthusiasm		0.573**				0.647**		0.716**	
Entrepreneurial creativity		0.714**				0.886**		0.815**	
Create a new project		0.931**				0.804**		0.682**	

Team work skills			0.773**			0.907**		0.706**	
R	Entrepreneurial social orientation								
	0.656**	0.834**	0.890**	0.747**	0.701**	0.883**	0.849**	0.840**	0.917**
T	16.376	28.679	36.777	21.319	18.520	35.694	30.274	29.374	43.315
Sig. (2-tailed)=0.000			**. Correlation is significant at the 0.01 level (2-tailed).						

2- The Effect Hypothesis

The second main hypothesis: The influence of entrepreneurial personality traits on the entrepreneurial social orientation increases with the presence of entrepreneurial skills.

The researcher will test the hypotheses of direct influence and multiple influence through the structural model using the structural equation modeling through the use of the program (AMOS.V.26). The structural model consists of a set of independent and dependent variables, as the independent variables are associated with the dependent variables through a one-way arrow (regression paths). The independent variables may be related to each other through a two-way arrow. The validity of the hypotheses is confirmed through the coefficients on the shares, whether between the independent variables and the dependent variables (standard beta coefficients). This statistical technique is more sophisticated and accurate than the multiple regression analysis because it takes into account the extent to which the data is appropriate to the model that is assumed from the relationships, and therefore the level of influence relationships and their direction between the variables of the study can be explored at the level of direct influence and multiple influence as follows:

The conclusion of this hypothesis is (there is a statistically significant effect of entrepreneurial skills on entrepreneurial social orientation).

To test this hypothesis, a structural modeling model was built to clarify the relationship of the direct impact of entrepreneurial skills on the entrepreneurial social orientation. Entrepreneurial whenever this contributes to improving the entrepreneurial social orientation, which means that increasing entrepreneurial skills by one standard weight, this contributes to an improvement of (0.917) of the standard weight, with a standard error of (0.023), to show investors' awareness of investing entrepreneurial skills in order to enhance their capabilities On communication, teamwork and leadership skills to address problems that could limit the goals of investors to achieve their ambitions and focus on the final goals, in addition to paying attention to entrepreneurial creativity and creating new projects, and this in its entirety contributes to improving the entrepreneurial social orientation.

The results also showed that entrepreneurial skills contributed to explaining (0.842) of the differences in the entrepreneurial social orientation, while the remaining value represents factors not included in the study.

Table (7) The final results of the direct impact of entrepreneurial skills on the entrepreneurial social orientation

regression path			Standard Estimates	standard error	critical ratio	R2	probability (P)
Entrepreneurial skills	<---	Entrepreneurial social orientation	0.917	0.023	39.870	0.842	0.001

Conclusions and Recommendations

Conclusions

1-Investors in private schools focused on developing the private schools in which they invest, improving their performance, and building a positive status and reputation among the community in which they operate.

2-The results proved that investors in private schools realize the importance of paying attention to - communication as a modern technology, which increases the interest of investors towards directing colleagues and friends in the workplace to use modern technologies as a means of communication between

them, as well as using these modern technologies to communicate and communicate with students in case The occurrence of a specific crisis in the country

3-It was noted through the results that investors in private schools realize the importance of paying attention to work skills as a team in order to contribute to achieving the goals of the study sample school.

4- There is a clear interest by investors in private schools to the importance of creativity in the traits of the entrepreneurial personality, which increases the interest of investors in introducing creativity in the development of schools in which they invest in order to increase students' demand for them and build a positive reputation towards the amenities and educational goals that they provide to students.

Recommendations

1-The need for investors in private schools to encourage faculty members to develop their capabilities in diversity by presenting ideas and methods of presenting them in order for students to understand them in order to raise the percentage of achievement to the highest possible level.

2- The need for investors in private schools to direct teachers to use all available means of communication in order to improve school performance and achieve academic success in order to produce the best results.

3-The need for investors in private schools to encourage faculty members to develop their experience in teaching by entering training workshops and continuous courses aimed at improving their capabilities and expertise by communicating information and sharing these experiences with co-workers as a differential factor aimed at achieving common interests, namely achieving the goals of the school. In general, and aims to build a positive reputation for him in particular.

4-The need for investors in private schools to encourage faculty members to cooperate in order to create an opportunity for creativity at work, and to bear the responsibility of achieving acceptable and competitive achievement rates in order to achieve a position among competing private schools.

5-The need for investors in private schools to encourage faculty members to build a strong foundation for the school in which they provide their services by focusing on investing their core ideas and choosing the best ones to start addressing the weaknesses that the studied private schools suffer from.

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