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\section*{ABSTRACT}
Social entrepreneurship (SE) had been introduced in the university as one of the efforts to nurture future social entrepreneurs. SE courses established at the university level with a combination of cooperation from the local community and industry give a more effective impact on the local community. The knowledge and skills taught from universities regardless of the academic or cultural background can be used to balance the social problems in the community with the development of social innovation to solve the issues. However, several challenges delayed further development of a successful SE programme in higher education. This research employs the systematic literature review (SLR) which utilizes in-depth and absolute evaluation of related literature on the research topic. Four challenges have been encountered include; the design of SE curricula, financial and funding problems, lack of professionals to teach SE courses, and prohibitive social and university environment issues. This research has also suggested some best practices include; more SE awareness programmes, university management in solving funding problems, preparing SE coaching professionals, and setting up more university-industry collaborations. This paper proposes suggestions to counter the challenges and leverage the social network as an innovative technological alternative and giving more opportunities for improved social benefits.

\section*{Introduction}
Social entrepreneurship (SE) is defined as a process involving the innovative use and combination of resources to pursue opportunities for catalysing social change or addressing social needs (Mair & Martí, 2006). Researchers assert that SE is capable of reducing social problems such as poverty and homelessness, the needs of underprivileged children (Capella-Peris, Gil-Gómez, Martí-Puig, & Ruiz-Bernardo, 2020), unemployment (Adnan, Yusoff, & Ghazali, 2018), racial discrimination, denied access to education and increasing criminal activities (Kerbo & Coleman, 2006). In general, SE and conventional entrepreneurship can be differentiated based on several aspects (Mokhtar, Abdullah, & Kin, 2014). The conventional entrepreneurship focuses on maximizing profitability and help in increasing economic growth by providing employment opportunities (Apostolakis, 2011; Wahid, Hussain, & Ayob, 2018), while SE focuses on making the world a better place by reducing social problems (Litzky, Godshalk, & Walton-Bongers, 2010). Hence, social entrepreneurs contribute by acting as...
a support system to share knowledge, skills, and experience in social enterprises and to fulfil their social mission by satisfying the life quality that will improve society (Abu-Saifan, 2012; Sahasranamam & Nandakumar, 2020; Shahverdi, Ismail, & Qureshi, 2018; Sundin, 2011). Further, SE contributes significantly to societies through social values generation and the resolution of social and environmental issues through major impacts including support during the economic recession, employment development, innovation, and equity promotion (El-den, Adikhari, & Adikhari, 2017). At the same time, SE is efficient and sustainable because it emphasizes the priority given to environmental and social values over economic values (Capella-Peris, Gil-Gómez, Martí-Puig, & Ruiz-Bernardo, 2020). The major impacts for SE in society include providing support during economic collapse by giving personal and career counselling with job training and employment to the vulnerable (El-den et al., 2017). Growing exposure to SE as a means of solving or reducing social-level problems requires a detailed analysis of the factors driving the adoption of social entrepreneurial events (Capella-Peris et al., 2020). The factors include the social awareness (Andriyansah & Zahra, 2017), social commitment (García-Morales, Martín-Rojas, & Garde-Sánchez, 2019) and ability to identify opportunities as innovative features (Capella-Peris et al., 2020). This can be supported with the approach of technology knowledge that act as barrier breaker for the ongoing social problems.

More interest in SE is strengthened by the mixture of essential skills such as teamwork, problem-solving and decision-making skills with technology knowledge such as Internet-based social media platforms. This would help foster encouragement and cooperation, as well as information exchange in SE, such as sharing new ideas and insights. In addition, the use of university social media and online platforms has increased with a high acceptance rate among students (Roslan, Hamid, Ijabet, & Bukhari, 2019). Learners can also grasp both an understanding of the technology, its strengths and limitations, while at the same time looking for market opportunities (Lynch, Kamovich, Longva, & Steinert, 2019). Social entrepreneurship will also benefit immensely from the broader use of social media and technology, contributing to the enhancement of young people’s visibility for their future employability and entrepreneurial potential.

Besides the exposure of social entrepreneurship with the current development of technology there is a need to understand the importance of social entrepreneurship in education. The idea of social impact is growing among entrepreneurs along with a social purpose especially in the education sectors. SE in education is likely to boost social awareness, make people respond to problems in their community, help them create creative solutions to issues, and strengthen their potential to give a viewpoint on the already developed solutions (Dobele, 2016). Education plays an essential role in motivating more students to pursue SE in collaboration with social entrepreneurs. The social entrepreneurs play roles with business plan knowledge sharing, learning skills and their role as social entrepreneurs (Gupta, Chauhan, Paul, & Jaiswal, 2020). There is a need to acknowledge SE and understand the overall concept at the beginning level. A suitable place to start learning different SE concepts is at the learning institutions with suitable design of curriculum for the teaching and learning process. The significance of higher education involvement is that it enables students to develop solutions for the social issues (Halberstadt, Timm, Kraus, & Gundolf, 2019). The opportunities of running SE in HE could help to develop more skills required through problem-based learning. This approach helps in understanding the problems in the nearest community (Catherall & Richardson, 2017). This includes many individuals which are the students, learning institutions management, community and the industry. In different places, different approaches are taken, but it is clear that social entrepreneurship is not a subject that can easily be integrated into the academic curriculum, since educators are not entrepreneurs, and social entrepreneurs are not proficient teachers in turn (Catherall & Richardson, 2017). Most of the instructors have a management background such as experience in organizations, human resources, finance, accounting and business ethics (Gupta et al., 2020). Thus, HE plays the crucial role in the production, implementation and management knowledge in the context of sustainable environment of teaching and learning.

However, SE approaches in education are from the traditional ways that may potentially ignore opportunities to create innovative solutions (Bazan et al., 2020; Thomsen, Muurlink, & Best, 2019).
This will hinder opportunities in education and result in less experience in the field of entrepreneurship. In addition, this will cause struggle for start-up and the increase of unemployment. Interest and perception of education for SE limit the intention to become the entrepreneurs compared to the established business school (Sliva et al., 2018). Existing markets with traditional methods are inadequate to provide good solution to the situation or environment (Kickul, Gundry, Mitra, & Berçot, 2018a). Thus, a number of challenges have been reported in completing the modules (Konakli et al., 2016). Besides, limited numbers of SE courses decrease opportunities for students to engage with higher level of academics and expertise. Some courses include limited faculty involvement and basic course introduction level (Daraban, 2016; Lam-Lam et al., 2019; Thomsen et al., 2019). This leads to several difficulties in implementing of SE in HE. Hence, the aim of this research is to identify the challenges in implementation and ways to overcome it. The use of technology to foster innovation and support SE can help to address the issues.

The paper is structured as follows. The next section looks at the overview of SE in HE, its implementation in the global context and the roles of social network in SE. This is followed by the research methodology used to conduct the systematic literature review and the main steps outlined in the process. The subsequent section discusses the findings of the challenges faced by HE systems in implementing SE and suggestions to overcome them. The last section presents some concluding remarks on SE in HE, summarizes the limitations and provides suggestions for future research.

Background

Social entrepreneurship in higher education

SE can bring about a change in higher education (HE) and society (Dobele, 2016). The focus of SE in HE leads to the process of discovering the metamorphosis of experience through a convincing environment that is shifting from the traditional rote learning process (Apostolakis, 2011). The goal of SE in education is to have the students develop their abilities as social entrepreneurs with adequate knowledge and skills (Solomon, Alabduljader, & Ramani, 2019). In HE, SE helps to improve the quality of education and individual personalities by being sensitive to the surrounding problems and exploring innovative solutions for existing problems (Sarikaya & Coşkun, 2015). Even though SE is rather new, HE has begun paying more attention to SE as a means of developing students’ entrepreneurship skills and to instil social responsibility among students (Shahverdi et al., 2018). It is important to assess the scale of SE in HE, not only to inculcate entrepreneurship skills but also to define the characteristics of social entrepreneurs (Capella-Peris et al., 2020). This field focuses on promoting and assisting the largely impoverished world population and adapted the importance of its beneficiaries’ engagement (Mayhew, Simonoff, Baumol, Wiesenfeld, & Klein, 2012). SE can be considered as one of the emerging areas that can be successfully integrated into the HE learning environment which encompasses giving back to society, providing ideas and actions for desirable outcomes towards increasing the understanding of SE education (Apostolakis, 2011).

Students enrolled in HE are the most appropriate demographic for such plans to cultivate SE with the communities, considering their possible opportunities to carry out in the future new and innovative initiatives (Capella-Peris et al., 2020). By transferring the knowledge of SE through experience, HE can increase the awareness and sensitivity to social problems (Dobele, 2016). One of the ways to tackle social problems is to identify the social problems closest to the surroundings of the university (i.e., local problems) and provide innovative solutions through the SE curriculum. The students are given opportunities to engage and contribute solutions to social problems and improve their learning skills and develop professional attitudes (Thomsen et al., 2019). Government support for SE in education will demonstrate that both employability and the more aspiring goals of a more sustainable and fairer economy will improve achievement in literacy and numeracy.
The importance of social entrepreneurship in higher education

SE is an important field in academia because it helps to shape the young people especially students with positive attitudes, skills, and mindsets for addressing social needs in addition to developing sustainable economic growth. Hence, teaching SE subjects require relevant skills and capabilities in both academic and research aspects (Dobele, 2016). According to Pache and Chowdhury (2012), SE in higher education (HE) can be developed through several implementations. These involve the introduction of SE courses as faculty initiatives, organization of SE events by the university, and comprehensive educational programmes offered to targeted students who are keen to specialize in SE. Inclusion of SE in HE benefits the university and community. Through SE, students can contribute more to the community (Shahverdi et al., 2018).

More social professionals at the tertiary level in the future can be incorporating such programmes that address social issues and improve community living standards (Othman & Nasrudin, 2016; Wahid et al., 2018). The development of SE in HE can best foster the sense of social responsibility, personal accountability, and spirit of creativity among the students in the HE institutions (Sahasranamam & Nandakumar, 2020). SE in HE can be understood through three aspects which are awareness, intention, and support (Salamzadeh, Azimi, & Kirby, 2013).

The first aspect is awareness of any possibility where the services are needed and acts as the opportunity to help society. The second aspect (i.e., the intention) seeks to remove social needs or societal problems that cause involvement of social enterprises. The last aspect ends with the need for support in attitudes and beliefs, whether in information or resources. Moreover, the combination of entrepreneurship attitude, resources, and social capital lead to successful SE integration (Radin A Rahman, Ismail, & Sahid, 2019).

Current implementation of social entrepreneurship in higher education across different institutions worldwide

Implementation of SE in the HE system has become a trend globally where it acts as the agent to promote, support, and to create more social awareness. Many higher learning institutions have included SE in their education system through their style of implementation (Wahid et al., 2018). The educational systems in the countries affect the preparation for learners to have better learning especially in handling social entrepreneurial activities and new business start-ups (Sahasranamam & Nandakumar, 2020). It is essential to include SE in HE because it can give more benefits in addition to the traditional entrepreneurship that is influenced by environmental, organizational, and individual factors (Dobele, 2016). The variety of social enterprises created provides better access to education through technology with the current curriculum, relevant industry skills, and learning opportunities that can boost the potential role of SE in students (Md Ladin, Abdullah, & Abdulsomad, 2017). Table 1 lists the implementation style of SE among several universities in the world.

The role of social networks in SE

Implementing SE in higher education will be more helpful by using the social network platform. The social network helps social entrepreneurs to achieve a social mission with social innovation. The examples of social networks that can help facilitate social connectivity are Facebook, Twitter, WhatsApp, YouTube and Skype. These platforms create interaction and connection to enable communication with customers (Shabbir, Ghazi, & Mehmood, 2016) and enable businesses to be conducted online. Social network application helps empower the audience to change or participate in the effort to make a difference. In addition, the use of Twitter, Facebook (Akinyemi, Dilyard, Anderson, & Schroeder, 2013) and YouTube (Dangmei, 2016) increase the opportunities for social entrepreneurs to engage with investors, as well as seek funding, advice, and business information, apart from helping with the societal problem-solving. These platforms in the education sector can provide access to
training and improve learning outcome by addressing numerous issues in social enterprises (Aruch et al., 2013). With easy access to social network platforms, students and communities can be updated with the social issues happening from across the world and share their innovative ideas to solve them.

**Methodology**

This study employed the Systematic Literature Review (SLR) approach based on the original guidelines from Kitchenham et al. (2009) by using the auditable methodology to present and assess the literature related to the study subject. This is a protocol-based approach to the literature review with the aim of presenting a fair evaluation of a research topic. Besides, SLR method is well organized and suggests a step-by-step process for identifying and selecting appropriate papers on a specific subject. Furthermore, the SLR approach also specifies that research questions should exist to assist researchers in seeking the necessary background for study. The numbers of research publications that adopted the SLR method by Kitchenham et al. (2009) approach 1574 citations according to the latest update in the Research Gate website. Thus, it shows that this method to summarize existing evidence is reliable. In contrast, SLR is used as method to minimize the risk of bias (Sepúlveda et al., 2019); determine the current state and identify gaps that should be filled in areas of study (Zarour, Benmerzoug, Guermouche, & Drira, 2019); and provide necessary information to trace the subsequent results (Vazquez-Ingelmo, Garcia-Penalvo, & Theron, 2019). Thus, SLR is used as the suitable method to address the issues of SE in HE. SLR processes are divided into three major phases comprising planning, conducting, and reporting.

**Phase 1: planning**

This study investigated the challenges of SE implementation and their resolutions in HE. It also covered the role of social networks capable of assisting and tackling the SE challenges in HE. This study aims at covering, summarizing, and synthesizing the SE challenges and suggest best practices from the literature to overcome the challenges. Next, two research questions were identified to ease the next phase, which is the conduct of the systematic literature review processes.

**Research questions**

The research questions are:
(1) What are the challenges in implementing social entrepreneurship (SE) in higher education?
(2) What are the best practices that can overcome the challenges in implementing social entrepreneurship in higher education?

**Phase 2: conducting**

**Review methods**
The review methods consist of data sources and search strategy, inclusion and exclusion criteria, and quality assessment. Figure 1 presents the process flow of the systematic literature review. Each process flow of the SLR is discussed in following sub-sections.

**Data sources and search strategy**
Four digital databases were identified and used for the literature search. They include Web of Science (WoS), Science Direct (SD), IEEE, and Scopus (SC). These four databases were chosen because they have a large collection of research papers that have access to multi-disciplinary research allowing researchers to conduct in-depth search of their topic. This study only included journal articles published between 2010 and 2019. The combination of keywords used in the search process for this review are “Social Entrepreneurship” AND “Education”, “Social Entrepreneurship” AND “Higher Education”, “Social Entrepreneurship” AND “Challenges”, “Social Entrepreneurship” AND “Best Practices”, and “Social Entrepreneurship” AND “Social Network”.

**Inclusion and exclusion criteria**
The next step included criteria to filter the documents suitable for this study. Thus, inclusion and exclusion criteria were selected to ensure that only relevant articles were included in the SLR process. The inclusion and exclusion criteria applied to refine the results are:

**Inclusion criteria**
- Based on the keywords searched from the databases.
- Indirectly or directly answer any one or more research questions.
- Published within the year 2010 until 2019.

**Exclusion criteria**
- Exclude documents not related to the research field.
- Articles that did not match the inclusion criteria.

**Quality assessment**
Following the inclusion and exclusion criteria, the selected articles were subjected to quality assessment to verify their quality. According to Fink, Thompson, and Bonnes (2005), the articles should meet the established standards that had been set by the reviewer or will be eliminated. In this study,
the Database of Abstract Reviews of Effects (DARE) by Kitchenham et al. (2009) was chosen and selected articles were verified based on the answers to the following questions.

1. Was the quality of the included studies assessed?
2. Were the inclusion or exclusion criteria reported?
3. Are the details sufficient to be presented?
4. Is the search reasonable to have covered all the relevant studies?

The validity and reliability of the systematic review process are based on several factors. The validity is taken from the evaluation by the individual throughout the samples of the articles (Warren et al., 2010). Next, the quality criteria during the evaluation of the search phase is defined as the reliability (Ali & Usman, 2018). It helps to reduce the researchers’ bias as in search and selection of papers based on researchers’ personal preference and find as many primary studies related to the research questions as possible. According to Kitchenham et al. (2009), several steps addressed the validity and reliability issues. It included specific keywords used, reliable online databases, the criteria for inclusion and exclusion stated earlier and each member checking analysis.

**Phase 3: reporting**

**Data extraction**

Upon the completion of assessment and verification, all relevant publications were sorted based on the data collected into a systematic table called a form. This form was developed using a Microsoft Excel spreadsheet so that the data can be easily arranged. The form helps in the filtering process as shown in Figure 2, which displays the number of documents from the initial search, after inclusion and exclusion criteria and quality assessments. The Mendeley software was used to sort the documents and references accordingly. The following Table 2 lists the data collection form entities used in this study to facilitate the

![Figure 2](image-url). Document filtration process.
process of analysing the compiled data. The challenges and best practices identified were included in the form. Next, all the findings were extracted to aid in a better and clear discussion during analysis.

Figure 2 represents the document filtration process in the conducting and reporting phase. In this process, the papers matching the SLR objectives were identified. Using the selected keywords, inclusion and exclusion criteria with quality assessment help in removing the duplicates or irrelevant papers. The initial search retrieved a total of 1,213 papers. Next, the extracted articles have been filtered by the selected keywords. Thus, the final total of research articles are 203. The inclusion and exclusion criteria limited the number of documents to 167 research articles. The criteria included the year published (within 2010 up to 2019), based on the keyword searches and answer to the research questions. The irrelevant papers were removed after the selection process. They included papers not matching the criteria as stated in the previous sections. Afterwards, the quality assessment was conducted to filter the documents. The final relevant number of publications included in this review paper was 42 research articles. All the documents fulfil the criteria from the intensive process of SLR.

**Data analysis**

This study emphasized the meta-ethnographic method to synthesize the extracted data by analysing one study with reference to another with details clarification that can relate in three ways (Dybå & Dingsøyr, 2008). The three ways may include reciprocal translations, reputational translations and line of argument (Dybå & Dingsøyr, 2008; Fu, Zhang, Huang, Zhou, & Li, 2019). The reciprocal translations indicate the relevant studies report similar things that focus on the themes or concepts. Second, the reputational translations focus on the explanation of the study and appreciate the reputation as part of interpretation. Lastly, line of argument explained the set of problems in the study that are analysed together to come up with broader conclusions. The process in this study employed the reciprocal translations or directly comparable. It requires integration of data presented as ideas, events, terms, inconsistencies, and similarity and differential themes (Goins et al., 2015). The translation and comparable process were analysed within the researchers’ team. All the disagreements and conflicts were discussed and solved to reach consensus regarding the study among the team members. This leads to answering of the research questions about the challenges obstructing SE implementation in HE and best practices that can help to overcome these challenges. First, the process identifies several themes in the collection of relevant publications. The identified themes are the practices of SE in HE in the collected publications. Next, the team documented the challenges and best practices for implementing SE in HE. Finally, the team highlighted social network use as one of the technological innovations to support the suggested best practices.

The challenges in implementing SE in HE are summarized in the following Table 3. Table 4 lists the best practices that HE can use to attract students to be more interested in SE and have SE incorporated into the university curriculum.

| Table 2. Data collection form entities. |
|---|---|
| Form Entities | Descriptions |
| Basic paper information | This includes title, year, and authors. |
| Objectives | Aim of the research. |
| Research Questions | This refers to the answerable inquiry into a specific concern or issue. |
| Methodology | Methods used in the paper. |
| Findings | The main focus of the research (i.e., SE challenges and best practices). |
| Limitations and Future Enhancement | Includes the obstacles and suggestions for future work elaborated in the paper. |

| Table 3. Challenges of SE in higher education. |
|---|---|
| Challenges of teaching SE in Higher Education | Description |
| Design of curricula | The concept of SE remained ambiguous, unfamiliar, and unknown. |
| Financial and Funding Problems | Limited funds to sustain the intention in SE activities. |
| Lack of Professionals to teach SE courses | Lack of professionals and industry players. |
| Prohibitive social and university environment issues | Issues that occur within the university environment. |
Table 4. Best practices of SE in higher education.

<table>
<thead>
<tr>
<th>Best Practices of SE in Higher Education</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>More awareness programs</td>
<td>The programme emphasizes the SE concept and its implementations.</td>
</tr>
<tr>
<td>University Management in Funding Problems</td>
<td>Recommendations by the university to reduce the funding problems.</td>
</tr>
<tr>
<td>SE Coaching Professionals</td>
<td>Initiative to prepare educators with SE concepts and innovative ways of teaching and learning.</td>
</tr>
<tr>
<td>University-Industry relationship and collaboration</td>
<td>Collaborative mentor to share experiences with proper physical training.</td>
</tr>
</tbody>
</table>

Findings and discussion

The extensive systematic literature review has investigated social entrepreneurship in higher education research articles published from 2010 to 2019. This study aims at identifying the challenges in implementing SE in HE and best practices suggested to overcome all the challenges with the alternative support of social networks.

This section discusses the findings based on the posed research questions stated earlier in the previous sections based on the final set of 42 selected studies. The findings are discussed according to the developed research questions to gather knowledge and find evidence for the study that focus on SE in HE.

The first research question is “What are the challenges in implementing Social Entrepreneurship in higher education?” Based on the review of selected articles, four challenges in implementing SE in HE were identified through the SLR process. The description of each challenge is summarized in Table 3 and each of them is elaborated in this section.

Challenge 1: design of curricula

SE curricula in HE institutions may not emphasize as much as possible on the delivery and application of the most fundamental and critical aspects of SE (Paunescu, Dragan, Cantaragiu, & Filculescu, 2012; Shahverdi et al., 2018). Curricula design for SE education begins with the understanding of SE concepts (Catherall & Richardson, 2017). This is because SE is slowly making its way into the education system and the concept is still new but needs to insert both knowledge and core skills. However, most of the papers (e.g., Apostolakis, 2011; de Villiers Scheepers, Barnes, Clements, & Stubbs, 2018; Kirby & Ibrahim, 2011; Rahman et al., 2019; Shahverdi et al., 2018; Waghid & Oliver, 2017) mentioned that the lack of general acceptance on the concept for SE could lead to misconception and confusion between the concepts of social work and corporate social responsibilities related to SE. This lack will also affect the way students are being taught and groomed to be future social entrepreneurs. For instance, most curricula embed the element of industrial attachment in their academic programs in which students are being exposed to the knowledge and skills needed. However, industrial attachment for SE students should not emphasize too much on technical skills and training-for-the-job approach. Rather, it should focus more on building and strengthening students’ awareness, roles, and qualities as social entrepreneurs (Waghid & Oliver, 2017). In other words, SE students should be explicitly guided to think, internalize and act as civic-minded professionals whose roles are to solve social problems using their social innovation products (Yusop & Correia, 2012; 2014).

Challenge 2: financial and funding problems

The next challenge in implementing SE in HE is the financial and funding problem. For SE, the supporting funds remain limited (Luc, 2018) as SE focuses on the social impact rather than revenue. The lack of support especially in terms of funding (i.e., shortage of financial grants from the government and entrepreneurship and SE activity resources) can lead to a decrease in SE activities in higher educational institutions (Said, Ahmad, Md Yusof, & Jusoh, 2015). The competition for fund and grant providers is focused more to refine their funding allocations to the organizations they
believe are better positioned to serve society needs (Carraher, Welsh, & Svilokos, 2016). This means more options must be created for funding sources that influence involvement of SE activities in universities. The allocated funds are needed to consider hiring the people who have entrepreneurship expertise so that these peoples with programme expertise or experience can evaluate the activities in the university (Duval-Couetil, 2013). The decision for any SE activities happened to be delayed due to the financial crisis (Jiménez, Palmero-Cámara, González-Santos, González-Bernal, & Jiménez-Eguizábal, 2015). Therefore, the university management will be alerted to have better precautionary action plan to counter these issues by securing funds from the authorities.

**Challenge 3: lack of professionals to teach SE courses**

The third challenge is the lack of professionals with sufficient enthusiasm to teach the SE courses. This resulted in the lack of explicit and tacit knowledge, as well as specialized training on SE to be transferred to the students (Shahverdi et al., 2018). Since there is a lack of professionals to teach SE courses, universities are unable to provide their students with the proper SE curriculum (Salamzadeh, Azimi, & Kirby, 2013). A study by Worsham (2012) indicates a lack in the SE teaching pedagogy. There is a need to discuss more thoroughly the evolution of teaching and learning as well as the differences and similarities between SE and other types of entrepreneurship. Besides, to figure out whether SE implementation into teaching and learning is needed is something that does not simply come up in the traditional entrepreneurship class (Worsham, 2012). Universities have tremendous opportunities to make incredibly important contributions to the social impact market. This market is also known as the place where social entrepreneurs demonstrate their innovation to find support to continue their development and spread social impact. Social entrepreneurs will require support from knowledge workers who specializes in their field (Wilson, 2016). To nurture the students as future social entrepreneurs would require appropriate methods for implementing SE in HE especially in hiring professionals and creating efficient teaching and learning guidelines.

**Challenge 4: prohibitive social and university environment issues**

The last challenge in implementing SE is that SE in HE faces the social and university environment issues. To create a conducive learning environment for SE, students need to explore, feel, and be immersed with their local and social issues. However, the unsupportive environment will demotivate the students (Sarikaya & Coşkun, 2015) such as fewer SE projects (Estrin, Mickiewicz, & Stephan, 2016) and limited campus innovative activities (Konakll, 2015). Lack of encouragement for developing a good SE environment in the universities will result in limitations of social innovations without the support to conduct and emphasize the importance of these courses (Kummitha & Majumdar, 2015). Universities are the strategic places to increase support for social entrepreneurship education. Such support is in the form of local community involvement, cooperation with social enterprise industry and effective policy mechanisms and resources (Cinar, 2019).

Research question two is: “What are the best practices that can overcome the challenges in implementing social entrepreneurship in higher education?” Table 4 illustrates the best practices that can be applied to overcome the challenges of SE implementation in HE.

**Best practice 1: more awareness programmes**

Lack of awareness of the SE concept can be resolved by conducting more awareness programmes. The awareness needs to start in the academic circles as it will be put in the curriculum (Said et al., 2015). Dynamic SE programmes can develop the leaders into capable individuals towards influencing positive changes among individuals, organizations, and society (Litzky et al., 2010). Hence, to address the social problems, the SE personnel need to set up training programmes to train the
youths (Apostolakis, 2011; Kirby & Ibrahim, 2011). With suitable programmes, the students will be prepared with the benefits gained from the SE courses. More students will be encouraged to participate in the SE courses with the establishment of SE clubs and entrepreneurship activities (Erturgut & Soysekerci, 2012). Programme implementation can produce valuable, marketable, and employable graduates compared to other university’s graduates who are not exposed to SE. Students need to have good grounding in public interest and social responsibility to adapt to future social and environmental problems (Li & Yuan, 2019).

**Best practice 2: university management involvement in solving funding problems**

University management involvement can help to overcome the financial and funding problems. Universities should allocate a specific budget to plan, implement and sustain SE programmes (Sarkinaya & Coşkun, 2015) to identify and determine the best approaches to weave the SE spirit and initiatives into the university environment (Radin A Rahman et al., 2019). These may include establishing SE centres dedicated to nurturing students’ SE knowledge and skills as well as desires to become social entrepreneurs (Luc, 2018). The centre may also offer marketing services to help sell student-developed products to the public who are willing to buy or to support a social cause (Hoefer & Silva, 2016). Establishment of the SE centres can be in the form of virtual SE network for them to host activities that enable a discussion forum focused on integrated research for both academics and business pragmatists and students to become social entrepreneurs as their career (Erturgut & Soysekerci, 2012). This effort will change the perception of certain quarters that SE only focuses on business students. The relationship between the university and social entrepreneurs is best developed to attract resources as the intentions are for social good rather than financial revenue (Sahasranamam & Nandakumar, 2020). Thus, due to their limited financial returns, social enterprises may choose or be compelled to focus more on their network of contacts and social capital to access the required resources.

**Best practice 3: SE coaching professionals**

An effective approach to teach SE is critical to prepare students as future social entrepreneurs in various ways that may support this goal. One way is to always be updated with recent pedagogical strategies for SE and to learn from the best SE teaching practices (Akhemetshin & Polyakova, 2018) and show a positive culture of lessons, constructive management of lessons, well-planned lessons with specific goals, and respect for the community and teachers (Peng et al., 2014). The academic development centres at each respective university may play a big role in educating SE educators by providing relevant training and financial support for educators to attend international conferences and seminars on SE teaching and learning (Kickul et al., 2018). Besides, developing teaching skills through teacher preparation and the redesign of learning materials are alternative ways to improve SE education quality (Masino & Niño-Zarazúa, 2016). Educators need to transfer the contents and information on SE topics such as how to acquire resources to allow students to achieve the social goals and build the knowledge, skills and abilities to manage the practical aspects of their social businesses (Solomon et al., 2019).

**Best practice 4: university-industry relationship and collaboration**

Prohibitive social and university environment issues can be tackled through university–industry relationship and collaboration. The universities and industry can collaborate to find the resources and solutions for identifying the critical problems, gaps in knowledge, and resources support (Solomon et al., 2019). The partnership can provide potential solutions both by putting together university theoretical perspectives and industry business experience (Nakagawa, Takata, Kato, Matsuyuki, & Matsuhashi, 2017). This is important as the collaboration with many partners in society can result in the students acting and behaving like social entrepreneurs (Shahverdi et al., 2018). This collaboration and specific capacities for innovation can be affected by the involvement in HE
environments (Selznick & Mayhew, 2018). The cooperation between universities and different specialities in the industry will lead to more educational programmes as new ways to have a good relationship (Salamzadeh, Azimi, & Kirby, 2013). It can help the team to gain insight into what the industry can offer to the university courses. The university–industry relationship must be strengthened for more effective collaboration as the complex systems need to meet new demands in learning, to promote the social goals in education for industry, commercialize student ideas, increase creativity and mobilize the students to give back to the community (Cincera et al., 2018; Othman & Ab Wahid, 2014; Said et al., 2015; Solomon et al., 2019). Enhanced community engagement and industry collaboration leads to positive economic outcomes such as job creation through start-up organizations (Cinar, 2019). Information sharing between students and practitioners is an important learning experience, and the diversity between students and practitioners makes it more meaningful (Nakagawa et al., 2017). University–industry interactions will result in increased SE course offerings in universities globally.

All these challenges need to be tackled by educators, researchers, and students collectively. The best practices described in the literature for HE suggest a holistic approach towards creating a sustainable SE curriculum and route to producing successful future social entrepreneurs. However, universities and students need to play their roles appropriately to ensure effective educational SE. If the universities secure good collaborations with any organizations, the impact of SE in HE can be enhanced using the social network. The next section provides suggestions on leveraging social networks to provide a supportive role in overcoming the discussed challenges of SE implementation in higher education.

Social networks as technological alternative support for implementing social entrepreneurship in higher education

This section discusses the role of social networks that can be a good alternative to support the best practices suggested.

The social network can help to create awareness of the social challenges in the community through online news and public sharing (Oprica, 2013). Educators may use it to connect with relevant community members having some interest in doing research and mutually work on relevant SE projects embedded in their respective academic courses. By doing so, students will be exposed to real-world issues and be encouraged to develop relevant social innovations to overcome them with guidance from the SE educators (Dangmei, 2016). The community, too, will benefit from such initiatives by being able to use the innovations tailor-made for them and at lower cost. This teaching and learning approach, known as service-learning, has been acknowledged to strengthen students’ professional and personal development as civic-minded professionals (Yusop & Correia, 2014) thus preparing them to be future social entrepreneurs.

Advancement of a social network may also result in creation of a new social funding source by bridging and connecting universities with potential investors from inside and outside the institutions (Chong & Kleemann, 2011). These efforts will support many SE programmes, university events, and student projects in HE institutions. Besides that, the SE organizations can be promoted to obtain the necessary funding using the social networks. Social network involvement will give more impact to the consumers, business models and activities (Islam & Ozuem, 2019). This platform acts as an essential communication tool for interacting and collaborating with others in sharing content and returns significant exposure, increased revenue, the ability to attract impactful followers, and exchange investment aimed at generating a wide range of return from profit to create more public awareness and mass education (Adhana, 2020). The introduction of Social Finance course within the SE subjects will be able to teach young social entrepreneurs to manage the fund flows for ensuring positive social dividend (Miller, Wesley, & Williams, 2012).

Advances in online social networking promote information exchange and shared experiences that can be used in the teaching and learning process for both lecturers and students (Hamid, Waycott, Kurnia, & Chang, 2014). Advances in information and communications technology have
provided exciting opportunities for implementing SE online study courses (Dobele, 2016). All of the sources from the online study courses can be used as another reference in the teaching and learning process. Additionally, social network platforms initiated by HE institutions may act as a platform for community members to look for suitable social solutions or for them to become part of the initiative. For instance, community members may get assistance from the institutions and/or volunteer themselves to contribute to and join a specific SE project of interest. Such opportunity to engage and collaborate with the community may open up new opportunities for higher education-community partnership (Akinyemi et al., 2013; Fraizer, 2011).

Further, universities can harness the power of social networks by using them to communicate with a large audiences through varied channels at a very low cost (Abi-Aad, 2015). With the power of advertising in the online platform, students have greater opportunities for a high growth venture to help them involve more to give solutions for the world’s social problems (Solomon et al., 2019). In this context, social network platforms can be used to inform the public or community about current SE initiatives spearheaded in the respective HE institutions. The social networks also act as source of reference to educate the community on social issues and offer practical solutions for problems. Students, too, may communicate and advertise their projects or services to the community. Community can provide their feedback and suggestions for ideas that have been submitted by university students (Oprica, 2013).

**Opportunities for identifying the challenges and best practices of social entrepreneurship implementation in higher education**

The identification of challenges obstructing SE implementation in HE can help produce a better curriculum structure among the academicians whether in teaching, learning, or further research. It can attract government support to help the HE institutions implement SE (Said et al., 2015). Best practices suggested can guide educators and researchers to build guidelines to enhance understanding for SE in the HE curriculum in the form of SE education guidelines. The guidelines can help in establishing suitable courses and to develop comprehensive and holistic SE programs in HE (Forström-Tuominen, Jussila, & Kolhin, 2015).

Support from the universities and government resources can enhance connections with other people involved in social entrepreneurial activities to ensure the potential and successful information sharing and discussion (Lahn & Erikson, 2016). Applying social entrepreneurship shall not be limited only to the business school or study but it shall be promoted across the other disciplines in HE.

**Conclusion**

Previous research have been used to understand the implementation challenges of SE in higher education. The importance of having SE curriculum in HE shows the need to understand the difficulties and address them accordingly via several means. This study highlighted four main challenges in implementing SE in HE. Based on the analysis, we found that the lack of understanding of the SE concept has led to other issues such as insufficient expansion of SE in the formal academic curriculum. From there, the SE approach in education can be the catalyst for innovative solutions and opportunities. From the challenges discussion, several best practices were suggested to help overcome the identified issues. The practices suggested can be implemented to increase opportunities for the courses to be taught in beneficial ways. The benefits of fostering social networks as alternatives for interactive participants to share and discuss SE importance with less restriction were discussed. Overall, creating a learning atmosphere for SE with social network support can lead to a more innovative and competitive SE for learners and graduates to develop industrial skills relevant for career advancement.

This paper is a preliminary study designed to define challenges faced by SE in adapting to HE based on the selective literature with the suggestions for overcoming the difficulties and harnessing social networks to counter the challenges. However, as discussed, there is a lack of research that discusses the current HE curriculum limiting the number of articles that can be used for a more
comprehensive review. The roles of social networks in SE need to be discussed to break any barriers in the curriculum, as it can be very helpful in future development of SE in HE. For the future, more modifications in HE need to be made so that the function of SE becomes evident and understandable to have a greater effect in society.

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