


**THE ROLE OF NAJRAN UNIVERSITY IN SPREADING THE CULTURE OF
ENTREPRENEURSHIP AND INNOVATION IN ACHIEVING THE GOALS OF
SUSTAINABLE DEVELOPMENT AMONG STUDENTS**

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 07 April 2023</p> <p>Accepted 04 July 2023</p>	<p>Purpose: Therefore, the study aimed to identify the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving sustainable development goals among students, and the statistical differences therein according to the variables of gender, type of college, and academic year.</p>
<p>Keywords:</p> <p>Entrepreneurship and Innovation; Entrepreneurial Education; Sustainable Development; University Students; Najran University.</p>	<p>Theoretical Framework: The culture of entrepreneurship and innovation is an important and valuable resource in achieving sustainable development goals in society. It is one of the main pillars and its driving force and one of the outlets for creating economic and social efficiency, innovation, and creativity among members of society. It is also one of the most important incubators to provide job opportunities for students and youth in the future, eradicate poverty and unemployment, and move towards free entrepreneurial work.</p>
	<p>Design/Methodology/Approach: The study used the descriptive approach by a survey method through a questionnaire, which consisted, of (27) items distributed in three main dimensions: the university's vision, mission, and goals, university leadership and support, and education and partnership for entrepreneurship and innovation, after verifying validity and reliability indications. The study sample consisted of (378) male and female students, of whom (186) male and (192) female students were selected from Najran University in the Kingdom of Saudi Arabia. To conclude, descriptive statistical methods were used, "means and standard deviations" and parametric statistical analysis methods, such as the t-test for independent samples, one-way analysis of variance, and post-comparison by Scheffe's method.</p>
	<p>Findings: The results showed an average level in the role of the University of Najran in spreading the culture of entrepreneurship and innovation in achieving sustainable development goals among students at the total score and all areas of the study tool. The results also revealed statistically significant differences in the responses of the study sample about the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the academic year; the differences were in favor of students in the third and fourth years or more. In addition, there were no statistically significant differences in the variables of gender and type of college.</p>
	<p>Practical Implications: The study implicates for need of spreading the culture of entrepreneurship and innovation in achieving sustainable development goals among university students.</p>

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Originality/Value: The study identifies the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving sustainable development goals among students.

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O PAPEL DA NAJNAN UNIVERSITY EM DIVULGAR A CULTURA DO EMPREENDEDORISMO E DA INOVAÇÃO NA REALIZAÇÃO DOS OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL ENTRE OS ESTUDANTES

RESUMO

Propósito: Portanto, o estudo teve como objetivo identificar o papel da Najran University na disseminação da cultura do empreendedorismo e da inovação na realização de objetivos de desenvolvimento sustentável entre os estudantes, e as diferenças estatísticas aí contidas de acordo com as variáveis de gênero, tipo de faculdade e ano acadêmico.

Quadro teórico: A cultura do empreendedorismo e da inovação é um recurso importante e valioso para alcançar objetivos de desenvolvimento sustentável na sociedade. É um dos principais pilares e a sua força motriz e um dos meios para criar eficiência econômica e social, inovação e criatividade entre os membros da sociedade. É também uma das incubadoras mais importantes para proporcionar oportunidades de emprego para estudantes e jovens no futuro, erradicar a pobreza e o desemprego, e avançar para o trabalho empresarial gratuito.

Design/Methodologia/Abordagem: O estudo utilizou a abordagem descritiva por meio de um questionário, que consistiu em (27) itens distribuídos em três dimensões principais: visão, missão e objetivos da universidade, liderança e apoio universitário, e educação e parceria para o empreendedorismo e inovação, após verificação de validade e indicações de confiabilidade. A amostra do estudo consistia de (378) estudantes do sexo masculino e feminino, dos quais (186) do sexo masculino e (192) do sexo feminino foram selecionados da Najran University, no Reino da Arábia Saudita. Para concluir, foram utilizados métodos estatísticos descritivos, "médias e desvios padrão" e métodos de análise estatística paramétrica, como o teste t para amostras independentes, análise unidirecional de variância e pós-comparação pelo método de Scheffe.

Descobertas: Os resultados mostraram um nível médio no papel da Najran University em disseminar a cultura do empreendedorismo e da inovação no alcance de metas de desenvolvimento sustentável entre os alunos na pontuação total e todas as áreas da ferramenta de estudo. Os resultados também revelaram diferenças estatisticamente significativas nas respostas da amostra do estudo sobre o nível do papel da Najran University na difusão da cultura do empreendedorismo e da inovação na realização dos objetivos de desenvolvimento sustentável entre os estudantes devido à variável do ano letivo; as diferenças foram em favor dos estudantes no terceiro e quarto anos ou mais. Além disso, não houve diferenças estatisticamente significativas nas variáveis de gênero e tipo de colégio.

Implicações Práticas: O estudo implica a necessidade de disseminar a cultura do empreendedorismo e da inovação na realização de objetivos de desenvolvimento sustentável entre os estudantes universitários.

Originalidade/valor: O estudo identifica o papel da Najran University na disseminação da cultura do empreendedorismo e da inovação na realização de objetivos de desenvolvimento sustentável entre os estudantes.

Palavras-chave: Empreendedorismo e Inovação, Educação Empresarial, Desenvolvimento Sustentável, Estudantes Universitários, Najran University.

EL PAPEL DE LA NAJNAN UNIVERSITY EN LA DIFUSIÓN DE LA CULTURA DEL EMPRENDIMIENTO Y LA INNOVACIÓN PARA LOGRAR LOS OBJETIVOS DE DESARROLLO SOSTENIBLE ENTRE LOS ESTUDIANTES

RESUMEN

Propósito: Por lo tanto, el estudio tuvo como objetivo identificar el papel de la Najran University en la difusión de la cultura del emprendimiento y la innovación en la realización de los objetivos del desarrollo sostenible entre los estudiantes, y las diferencias estadísticas que contiene según las variables de género, tipo de universidad y año académico.

Marco teórico: La cultura de la iniciativa empresarial y la innovación es un recurso importante y valioso para alcanzar los objetivos de desarrollo sostenible en la sociedad. Es uno de los principales pilares y su fuerza motriz y uno de los medios para crear eficiencia económica y social, innovación y creatividad entre los miembros de la sociedad. También es una de las incubadoras más importantes para ofrecer oportunidades de empleo a los estudiantes y los jóvenes en el futuro, erradicar la pobreza y el desempleo y avanzar hacia la libre empresa.

Diseño/Metodología/Enfoque: El estudio utilizó el enfoque descriptivo a través de un cuestionario, que consistió en (27) elementos distribuidos en tres dimensiones principales: visión, misión y objetivos de la universidad, liderazgo y apoyo universitario, y educación y asociación para el espíritu empresarial y la innovación, tras comprobar la validez y las indicaciones de fiabilidad. La muestra de estudio consistió en (378) estudiantes varones y mujeres, de los cuales (186) estudiantes varones y (192) mujeres fueron seleccionados de la Najran University en el Reino de Arabia Saudita. En conclusión, se utilizaron métodos estadísticos descriptivos, "medias y desviaciones estándar" y métodos de análisis estadístico paramétrico, como la prueba t para muestras independientes, el análisis de varianza unidireccional y la poscomparación por el método Scheffe.

Descubrimientos: Los resultados mostraron un nivel medio en el papel de la Najran University en la difusión de la cultura de la iniciativa empresarial y la innovación en el logro de los objetivos de desarrollo sostenible entre los estudiantes en la puntuación total y en todas las esferas de la herramienta de estudio. Los resultados también revelaron diferencias estadísticamente significativas en las respuestas de la muestra de estudio sobre el nivel del papel de la Najran University en la difusión de la cultura del emprendimiento y la innovación en el logro de los objetivos de desarrollo sostenible entre los estudiantes debido a la variable de año escolar; las diferencias fueron a favor de los estudiantes en los años tercero y cuarto o más. Además, no hubo diferencias estadísticamente significativas en el género y tipo de variables escolares.

Implicaciones prácticas: El estudio implica la necesidad de difundir la cultura del espíritu empresarial y la innovación en la búsqueda de objetivos de desarrollo sostenible entre los estudiantes universitarios.

Originalidad/valor: El estudio identifica el papel de la Najran University en la difusión de la cultura de la iniciativa empresarial y la innovación en el logro de los objetivos de desarrollo sostenible entre los estudiantes.

Palabras clave: Emprendimiento e Innovación, Educación Empresarial, Desarrollo Sostenible, Estudiantes Universitarios, Najran University.

INTRODUCTION

Education and the economy form the backbone of life in contemporary societies. Nations advance according to their progress in the field of science and knowledge, and they enjoy a high position among nations according to the strength of their economy, which gives them political weight and an effective role in the international arena. Hence, encouraging members of society in general, including students in particular, to be aware of the culture of entrepreneurship and innovation, is one of the important things that push nations towards achieving sustainable development and their goals. Entrepreneurship and innovation are a source of competitive advantage and sustainable development and are one of the main pillars and driving forces for them. Entrepreneurship has gained the attention of researchers all over the world due to its importance in driving economic growth and creating creativity and innovation, especially in developing countries (Rahmidani et al., 2023). It requires the empowerment of society in the context of raising the standard of living to make efforts in a way that helps them rise and support themselves without relying on the assistance of the government or other parties to become empowered persons (Kaligis, 2023).

They are also one of the outlets for creating economic efficiency, innovation, and creativity, and the most important incubator for providing job opportunities for students in the future after graduation from the university, which contributes to the rotation of the wheel of economic and social development optimally (Al-Mikhlaifi, 2017). They also represent an

essential tributary for the growth of the gross product, the improvement of the economic situation of the individual, self-employment, and the generation of entrepreneurship and competition among youth. Hence, they contribute to achieving the goals of sustainable development for society, which are represented in providing a decent life, well-being, and happiness, eradicating poverty and unemployment, and achieving justice and equality (Yarkin & Yesil, 2016).

The role of the university is to promote the concept of entrepreneurship and innovation culture in the hearts of students. The university stipulates in its vision, mission, and goals the confirmation of partnership with the local community and the private sector in moving towards pioneering and innovative work. It also works to provide training, educational, and awareness programs and activities for students in the field of entrepreneurship and innovation and supports academic courses with science and knowledge about the culture of entrepreneurship and innovation. In addition, the university leadership is working to confront the obstacles that may affect its role in spreading the culture of entrepreneurship and innovation among its students, which can be achieved by enhancing students' self-confidence, abilities, and skills, and supporting their entrepreneurial projects financially and morally (Mostafa & Al-Menoufy, 2021). The role of universities appears in promoting the concept of entrepreneurship and innovation culture and teaching it to students, by adopting new ways to support startups and expanding their reach to international standards. It also highlights their role in promoting sustainability for their role in supporting the growth of the entrepreneurship and innovation sector and providing mechanisms to arm current and future generations with knowledge and science about the concept of entrepreneurship and innovation culture. In addition, it sets a road map to activate and find the best mechanisms to support entrepreneurial and innovative projects among its students to contribute to reducing unemployment rates (Nemah, 2020). Moreover, universities need to support the concept of a culture of entrepreneurship and innovation among students, by holding many events, forums, and seminars that motivate students to learn about the culture of entrepreneurship and innovation and promote it in them. Furthermore, cultural legacies that impede entrepreneurship and innovation must be removed, and the idea of working in government jobs at the expense of entrepreneurial and innovative jobs should be removed (Al-Najjar, 2020). It pays great attention to investing in young minds and their creative ideas, encouraging entrepreneurs and innovation to support university youth to launch their projects to achieve education and partnership in entrepreneurship and innovation, enhance their entrepreneurial capabilities, and create investment opportunities for them (Abd al-Mawla,

2020). Further, it trains students to start an independent work team for pioneering and innovative projects to take responsibility in the future for free entrepreneurial and innovative work and enter the labor market efficiently and competently (Pisapia & Feit, 2015). Finally, it provides material, knowledge, and logistical support to build an integrated system that reflects a theoretical and practical interest in sustainable development plans that must focus on expanding the base of leadership and innovation in all sectors and employing communication and information technology in all aspects of life. This contributes to their transformation from economies based on extractive natural resources to more diversified economies based on inexhaustible knowledge wealth, thus reflects in increasing the volume of the country's exports, providing new job opportunities for youth, opening new labor markets, and diversifying sources of income. It can also increase the production base, which enhances a state's political and social weight and its effective role locally, regionally, and globally (Sherwan, 2020).

Given the importance of a culture of entrepreneurship and innovation in the Kingdom of Saudi Arabia, King Abdulaziz City for Science and Technology has established the Entrepreneurship and Technical Innovation Support Department. It aimed to generate awareness of entrepreneurship and technical innovation among community members and entrepreneurs, encourage their self-employment culture, and develop the national policy towards entrepreneurship and innovation in coordination with various government and private sectors, and businessmen. This department came to support the pioneering projects presented by Saudi youth and to prepare a distinguished youth generation of entrepreneurs and innovation leaders at the local level represented in the Kingdom of Saudi Arabia and at the Arab and international levels (King Abdulaziz City for Science and Technology, 2020). Saudi universities have also tended to hold scientific forums on entrepreneurship and innovation. Najran University held the first entrepreneurship forum at the university on 5/23/2023, in cooperation with institutions, private companies, and entrepreneurs in Najran region. This meeting came to enhance the concept of entrepreneurship and innovation among students, motivate them towards self-employment, enhance the cultural concept of entrepreneurship and innovation among students, and support entrepreneurial students to be able in the future to establish and develop their small entrepreneurial projects and manage them. It also spreads a culture of entrepreneurship and innovation to contribute to building a society of science and knowledge, in line with the goals and plans of sustainable development in the Kingdom of Saudi Arabia, they aim to provide new job opportunities without relying on government jobs and eliminating unemployment among Saudi youth. Finally, it contributes to achieving well-

being, good mental health, happiness, and the advancement of society and prosperity in various areas and fields of life (Najran University, 2023).

It is concluded from the foregoing that universities have a significant educational, social, and economic role in spreading the culture of entrepreneurship and innovation among their students. This concept is an intended process that targets university students with the knowledge, values, attitudes, and skills that qualify them for integration into the business world, leadership, excellence, investment, design of pioneering and innovative projects, and management of private projects with efficiency and competence. It aims to achieve the goals of sustainable development and renaissance in Saudi society. Therefore, this study came as a serious attempt to highlight the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. This field is fertile for research and investigation, presenting the new and contributing to the transfer of science and knowledge about the culture of entrepreneurship and innovation.

The study problem stemmed from the importance of the role of universities in developing entrepreneurship and innovation. Universities take the hand of students in general, including students with high entrepreneurial and innovative capabilities, toward excellence in pioneering and innovative work. Also, they contribute to spreading the culture of entrepreneurship and innovation among students to support their idea of establishing pioneering and innovative small projects; reducing the phenomenon of unemployment and relying on government jobs only; and improving and advancing society to achieve the goals of sustainable development (Nafei, 2018). Although universities are considered incubators of leadership and innovation and the best partner for society in supporting and promoting a culture of entrepreneurship and innovation, some studies have shown the opposite results. Both Al-Rumaidi (2018) and Ahmed (2019) indicated a weak level in the role of Arab universities in spreading the culture of entrepreneurship and innovation among students. Also, most university students prefer working in the government sector rather than taking the initiative towards self-employment and establishing entrepreneurial projects. Moreover, Abd al-Mawla (2020) showed that Saudi universities play a weak role in developing a culture of entrepreneurship and innovation among their students. Mukhaizeem (2017) showed a medium degree in the role of Saudi universities in spreading the culture of entrepreneurship and innovation among their students. Also, universities face several obstacles that prevent the development of a culture of entrepreneurship and innovation among their students, such as weak awareness and education programs on the importance of entrepreneurship and innovation, the lack of human resources

specialized in entrepreneurship and innovation, and the weak availability of a special budget to support students' entrepreneurial projects. Moreover, Daboussi (2017) showed low scores in the attitudes toward the culture of entrepreneurship and innovation among Saudi university students. Faqihi and Alababna (2022) showed a medium level in the attitudes of Saudi university students toward entrepreneurship, and there are no statistically significant differences in the attitudes of Saudi university students toward entrepreneurship due to the variable of specialization. Therefore, there is an urgent need to study the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. The significance of this study looks at a vital topic in Saudi society that is characterized by modernity and originality. It examined the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. This role is considered one of the most important areas that support the national economy by investing in youth and their energies. In addition, the results of the study will contribute to directing university leaders and developers of university education programs towards drawing up the necessary plans, policies, and procedures to activate the university's role in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. This is to keep pace with the economic, social, and technical development witnessed by the current era. Besides, it is hoped that this study will contribute to drawing the attention of university students and stimulating their thinking toward a culture of entrepreneurship and innovation. In addition, it can encourage them to produce innovative entrepreneurial work and to practice free business; providing new job opportunities in the free labor market that contribute to building the national economy. This study aimed to identify the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. It also revealed statistical differences according to a group of demographic variables, such as gender, type of college, and academic year; these variables contribute to a greater understanding of the studied phenomenon in a more in-depth manner and add a degree of knowledge diversity.

THEORETICAL FRAMEWORK

The concept of entrepreneurial and innovative education emerged, which has received wide attention from different countries and levels of education since the last decade of the twentieth century and the beginning of the first decade of the twenty-first century. Many

scientific conferences have recommended the importance of entrepreneurial education by including entrepreneurial and innovative education in the curricula at all educational levels. Entrepreneurial education has also been included in the national curricula of secondary and university education in most European countries. In the United States of America, many pioneering educational programs have emerged, such as the Youth Achievement Initiative. In the Arab world, there are similar calls, such as UNESCO's call to support education for entrepreneurship and innovation in Arab countries, and some calls from Arab universities to participate in and attend entrepreneurial business forums to promote employment for graduate students and those expected to graduate (Faqihi & Alababna, 2022). Entrepreneurial and leadership education aims to provide students with the concepts, information, skills, and experiences that enable them to realize the opportunities that they overlook in the field of business, investment, and innovation. It also inculcates the love of risk and the desire for initiative in the production of innovative pioneering work, and the practice of business management (Hill, 2011). In addition, it contributes to finding an educational approach that contributes to the development of positive knowledge, attitudes, and values towards entrepreneurship, innovation, and self-reliance instead of relying on governments to get a job. Furthermore, it leads to the preparation of graduates who enjoy self-confidence and possess the capabilities of productive and creative thinking that enables them to invest in opportunities and transform them into an original creative product that ultimately leads to achieving the goals of sustainable development (Olorundare & Kayodem, 2014).

Entrepreneurship and innovation acquire their importance since they are a continuous process that the entrepreneur (student) goes through, starting from discovering the opportunity (the idea) and then evaluating it, and then taking the appropriate action towards it to become a project based on the ground (Bernstein, 2011). This opportunity, on which the project is based, may take several commercial or social forms. The opportunity is often based on innovation, such as creating a new product, a new service, a change in existing production methods, or even the use of new marketing and distribution methods, and it does not stop at that but rather includes creating new markets (Krishan, 2020). Therefore, the role of universities in spreading the culture of entrepreneurship and innovation among students is highlighted. This is evident in the quality of events, programs, and activities offered by each university to its students. Therefore, universities need to be keen to promote the concept of entrepreneurship and innovation culture and teach it to students (Regni, 2010). The organizational climate within the

university has a significant positive impact on students' participation in various events and activities and the achievement of desired learning outcomes (Irshad et al., 2023).

This study attempted to answer the following questions:

1. What is the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students?
2. Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the gender variable?
3. Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the type of college?
4. Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the academic year?

METHODOLOGY

In this study, the descriptive method was used in the survey method; it is most appropriate for the nature of this study. The study applied the study tool "questionnaire" to a sample of Najran University students to collect quantitative data about the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students.

Population and Sample of the Study

The study population consisted of all undergraduate students at University of Najran in the Kingdom of Saudi Arabia. They are estimated (14,500) male and female students distributed in (14) scientific and humanities colleges in the second semester of the academic year 2022/2023, according to the statistics of the Deanship of Admission and Registration at University of Najran for the academic year 2022-2023. The study sample was a stratified random sample of male and female students from the humanitarian and scientific faculties at

Najran University in the Kingdom of Saudi Arabia. It reached (378) male and female students, including (186) male and (192) female students, in the second semester of the academic year 2022/2023. The study tool was distributed electronically using an electronic link on the (Google Drive) forms to the study sample after it was published in study groups via the (WhatsApp) application, in cooperation with faculty members in various colleges. Table 1 shows the distribution of the study sample according to its variables.

Table 1–Distribution of the Study Sample

Variable	Group	Freq.	%
Gender	Male	186	49.2
	Female	192	50.8
College type	Humanities	183	48.4
	Scieinces	195	52.6
	First	144	38.1
Academic year	Seocnd	70	18.5
	Thrid	98	25.9
	Fourth or more	66	17.5
	Total	378	100.0

Source: Prepared by the authors (2023)

Instrument of the Study

To achieve the study objectives, the study tool "questionnaire" was developed to measure the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students from the students' point of view. The questionnaire was based on the measures used in previous studies, such as Daboussi (2017), Al-Rumaidi (2018), Ahmed (2019), Abd al-Mawla (2020), and Faqihi and Alababna (2022). After verifying the indications of validity and stability in the Saudi context, the final version of the tool consisted of (27) items, distributed in three dimensions: Dimension one, the university's vision, mission, and objectives had eight items, dimension two, university leadership and support, included eleven items, and dimension three, education and partnership for entrepreneurship and innovation had eight items. To estimate the responses of the study sample, a five-point scale was used (strongly agree, agree, neutral, disagree, strongly disagree). To correct the tool, the following values (5, 4, 3, 2, 1) were given to the aforementioned degrees; the respondent puts a tick (√) in front of each item of the tool to express his/her opinion and evaluation of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students.

Validity

The content validity of the study tool was verified by presenting it in its initial version to ten experts from the faculty members in Business Administration, Giftedness, Creativity, and Measurement and Evaluation at Najran University. The researchers asked them to check the suitability of the items for the field in which they were placed and the tool as a whole, the accuracy of the language formulation, and the suitability of the tool to achieve the objectives of the study. In light of the expert's opinions, the required amendments were made with an agreement of 80% by the experts. The experts' most prominent remarks were rephrasing some items to be clearer to the respondents and measurable. Accordingly, the study tool was produced in its final version, consisting of (27) items. In addition, the validity of the study tool was also verified by extracting the indications of construction validity. Correlation coefficients of each item between the dimension in which it was placed and the total score of the tool were extracted. The study tool was applied to an exploratory sample from the study community and outside its sample, which consisted of (30) male and female students after selecting them from one of the academic divisions in the Department of Education and Psychology at the College of Education at Najran University. Table 2 shows the results.

Table 2– Correlation coefficients between items and their associated dimensions, and the total score of the tool

Item	Correlation coefficients with dimension	Correlation coefficients with the tool	Item	Correlation coefficients with dimension	Correlation coefficients with the tool	Item	Correlation coefficients with dimension	Correlation coefficients with the tool
1	.62**	.51**	10	.68**	.60**	19	.49**	.61**
2	.57**	.54**	11	.51**	.50**	20	.69**	.55**
3	.69**	.53**	12	.51**	.47**	21	.60**	.49**
4	.64**	.47**	13	.45*	.57**	22	.62**	.57**
5	.52**	.53**	14	.50**	.49**	23	.51**	.50**
6	.61**	.49**	15	.65**	.61**	24	.71**	.61**
7	.65**	.47**	16	.72**	.67**	25	.71**	.67**
8	.45*	.60**	17	.72**	.67**	26	.71**	.67**
9	.56**	.47**	18	.56**	.47**	27	.47**	.51**

** Statistically significant at (0.01), * statistically significant at (0.05)

Source: Prepared by the authors (2023)

Table 2 shows that the correlation coefficients of the items with the tool as a whole ranged between (0.47-0.67) and with the domain (0.45-0.72). It should be noted that all correlation coefficients were of acceptable and statistically significant degrees. Therefore, none of these items have been deleted. These results confirm that the tool's validity measures what is intended for.

Reliability

The tool's reliability was verified in two ways. The first was the test-retest method; the tool was applied to an exploratory sample of (30) male and female students who were selected from the study community and outside its sample after they were selected from one of the academic divisions in the Department of Education and Psychology at the College of Education at Najran University. Then, the tool was retested on the same sample with a two-week interval between the first application and the second application. After that, the Pearson correlation coefficient was calculated between the respondents' scores on the tool as a whole and its domains in the two application times. As for the second method, the internal consistency reliability coefficient (Cronbach's Alpha) was calculated for the tool as a whole and its domains. Table 3 shows the results.

Table 3-Coefficients of recurrence reliability and internal consistency "Cronbach's alpha" on the domains and the overall score of the instrument

No.	Dimension	Items	Re-test	Cronbach's alpha
1	University vision, mission and goals	8	0.83	0.79
2	University leadership and support	11	0.85	0.80
3	Education and Partnership for Entrepreneurship and Innovation	8	0.81	0.77
	Total	27	0.89	0.84

Source: Prepared by the authors (2023)

Table 3 shows that the reliability coefficients for the domains of the study tool using the re-test method ranged between (0.81-0.85). The reliability coefficient on the tool as a whole following the same method was the same way (0.89). The reliability coefficients for the fields of the study tool using the internal consistency method ranged between (0.77-0.80), and for the tool as a whole in the same way, the reliability coefficient was (0.84). These values were deemed appropriate for the study.

Correction of the Study Tool

A five-point Likert scale was used to correct the study tool. Each item was given one degree out of five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and they were represented numerically (5, 4, 3, 2, 1), respectively. The following grading scale was adopted for analyzing the results: 1.00-2.3= low, 2.34-3.67= medium, and 3.68-5.00= large. The grading scale was calculated using the following equation: (the maximum grade of the scale (5) - the minimum grade of the scale (1)) / the number of required categories (3)=(5-1)/3 =1.33, then, adding (1.33) to the end of each category (Al-Mahmudi, 2019).

Statistical Processing Methods

To answer the study questions, the means and standard deviations were used to identify the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. Also, a t-test was used for independent samples to show statistical differences by the variable of gender and type of college. In addition, one-way variance and multiple comparisons were analyzed using Scheffe's method to show the statistical differences in the categories of the academic year variable.

RESULTS AND DISCUSSION

Results of the first research question: What is the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students?

To answer this question, the means and standard deviations were extracted for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students. Table 4 presents the results.

Table 4-Means and standard deviations for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students, arranged in descending order

Rank	No.	Dimension	Mean	Standard deviation	Level
1	1	University vision, mission and goals	2.76	.540	Medium
2	2	University leadership and support	2.69	.430	Medium
3	3	Education and partnership for entrepreneurship and innovation	2.44	.400	Medium
Total			2.64	.340	Medium

Source: Prepared by the authors (2023)

Table 4 shows that the means for the fields of the study tool ranged between (2.44-2.76). The first dimension (the university's vision, mission, and goals) ranked first with the highest mean (2.76) and standard deviation (0.54) at a medium level. The second dimension (leadership and university support) came second with a means of (2.69) and a standard deviation of (0.43) at a medium level. The third domain (education and partnership for entrepreneurship and innovation) came in last place, with a mean of (2.44) and a standard deviation of (0.40) at a medium level. The level of the role of the University of Najran in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students came to a total score of (2.64) and a standard deviation of (0.34) at a medium level. This result indicates that the responses of the study sample of Najran University students show

that the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students is below the desired level. The students expressed an urgent need for Najran University to spread the culture of entrepreneurship and innovation during their university studies. Perhaps, the result is due to the fact that Najran University is one of the emerging universities in the Kingdom of Saudi Arabia and needs more efforts, expertise, and consultants in spreading the culture of entrepreneurship and innovation among students and its importance in their lives and the renaissance of Saudi society. The result is also due to the lack of human cadres who specialize in the culture of entrepreneurship and innovation and the low level of financial support for entrepreneurship and innovation programs and activities. In addition, it points to its weak role in promoting its vision and mission to support the knowledge, attitudes, values, and personal skills that form the intellectual and behavioral basis for entrepreneurship, innovation, and self-employment among students, and the weak focus on preparing and qualifying graduates who are more adventurous towards practicing innovative entrepreneurial business. The University's programs and academic courses have limitations in spreading the culture of entrepreneurship and innovation. This is in addition to the university's insufficient role in providing the organizational climate and sufficient support for students to transform their ideas into innovative entrepreneurial projects. This result can be explained by what Abd al-Mawla (2020) indicated Saudi universities face obstacles in spreading the culture of entrepreneurship and innovation among their students. This result is due to the lack of availability of a special budget in universities to support students' entrepreneurial and innovative projects. Besides, there is a lack of experts in spreading the culture of entrepreneurship and innovation among students, encouraging them to work independently, and developing their entrepreneurial projects. Moreover, there is weak cooperation from entrepreneurs, private companies, and institutions in meeting the needs of universities to spread the culture of entrepreneurship and innovation, or lack of participation in scientific forums offered by universities. This little cooperation makes them lose the opportunity to gain experience and skills from these entrepreneurs. Further, Saudi universities are short of creating study programs and developing study plans that support the culture of entrepreneurship and innovation. They have a shortage in providing websites that are concerned with publishing all new events and activities related to the culture of entrepreneurship and innovation. Faqihi and Alababna (2022) argued a level below what is expected in the reality of Saudi universities to develop mechanisms and methods to modify students' attitudes and way of thinking in order to gain them the knowledge, skills, behaviors, capabilities, and visions that

enable them to break into the field of entrepreneurship and innovation to start their projects. Also, there is a shortage in the role of business incubators for entrepreneurial student projects. This result agrees with that of Mukhaizeem (2017), which showed a medium degree in the role of Saudi universities in spreading the culture of entrepreneurship and innovation among its students. Also, the result is in line with that of Faqihi and Alababna (2022), which showed a medium level in the attitudes of Saudi university students toward entrepreneurship. However, the current result differs from that of Al-Rumaidi (2018) and Ahmed (2019), which showed a weak level in the role of Arab universities in spreading the culture of entrepreneurship and innovation among students. Also, the result is inconsistent with that of Abd al-Mawla (2020), which showed that Saudi universities play a weak role in developing a culture of entrepreneurship and innovation among their students.

Results of the second research question: Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the gender variable?

To answer this question, the means and standard deviations were extracted for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students according to the gender variable. To show the statistical differences between the means, the t-test was used for independent samples. Table 5 presents the results.

Table 5-Means, standard deviations, and the t-test for independent samples of the impact of the gender variable on the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students

Dimension	Gender	No.	Mean	Standard deviation	t	df	Sig.
University vision, mission and goals	Male	186	2.78	.520	.922	376	.357
	Female	192	2.73	.570			
University leadership and support	Male	186	2.66	.450	1.286	376	.199
	Female	192	2.72	.400			
Education and partnership for entrepreneurship and innovation	Male	186	2.42	.390	1.010	376	.313
	Female	192	2.46	.410			
Total	Male	186	2.63	.320	.571	376	.568
	Female	192	2.65	.360			

Source: Prepared by the authors (2023)

It is evident from Table 5 that there were no statistically significant differences at the significance level of (0.05) in the responses of the study sample about the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the

goals of sustainable development among students in all dimensions and the total score due to the impact of gender. All statistical significance values were higher than (0.05). This result explains that there is no effect of gender on the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development. Perhaps this result is due to the participation of male and female students in the same organizational and social climate within the university. Students realize that the reality of the culture of entrepreneurship and innovation in the university requires more effort and rooting it in the hearts of university youth. Also, the result is attributed to the fact that the university does not have tracks, programs, and courses specialized in the culture of entrepreneurship and innovation, spreading and promoting it among students. In addition, the vision and mission of the university need to urge students to the spirit of adventure and risk in moving towards self-employment. Finally, most of the courses focus on traditional and theoretical methods of education without delving into innovative, pioneering, and applied methods.

Results of the third research question: Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the type of college?

To answer this question, the means and standard deviations were extracted for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students according to the type of college. To show the statistical differences between the means, the t-test was used for independent samples. Table 6 presents the results.

Table 6-Means, standard deviations, and the t-test for independent samples of the impact of the type of college on the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students

Dimensions	College	No.	Mean	Standard deviation	t	df	Sig.
University vision, mission and goals	Humanities	183	2.72	.550	.873	376	.383
	Sciences	195	2.78	.540			
University leadership and support	Humanities	183	2.70	.380	.312	376	.755
	Sciences	195	2.69	.450			
Education and partnership for entrepreneurship and innovation	Humanities	183	2.49	.370	1.687	376	.092
	Sciences	195	2.41	.420			
Total	Humanities	183	2.64	.290	.336	376	.737
	Sciences	195	2.63	.370			

Source: Prepared by the authors (2023)

Table 6 shows no statistically significant differences at the significance level of (0.05) in the responses of the study sample about the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students in all dimensions and the total score due to the type of college. All statistical significance values were higher than (0.05). This result explains that the nature of the type of college in which the student studies does not affect the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development. Perhaps, this result is due to the participation of students of different human and scientific disciplines in that the organizational and social climate within the university does not provide sufficient opportunities to promote a culture of entrepreneurship and innovation. The university does not have a unified course as a compulsory requirement for all university students concerned with spreading the culture of entrepreneurship and innovation. In addition, students are aware of the weakness of programs, activities, and participatory initiatives with the local community, companies, and entrepreneurs about spreading the culture of entrepreneurship and innovation among students of all specializations.

Results of the fourth research question: Are there statistically significant differences at the ($\alpha = 0.05$) level of significance in the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the academic year?

To answer this question, the means and standard deviations were extracted for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students according to the variable of the academic year. Table 7 shows the results.

Table 7-Means and standard deviations for the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students according to the academic year variable

Dimension	Group	No	Mean	Standard deviation
University vision, mission and goals	1 st year	144	2.69	.500
	2 nd year	70	2.48	.380
	3 rd	98	2.89	.580
	4 th year or more	66	3.02	.560
	Total	378	2.76	.540
University leadership and support	1 st year	144	2.71	.440
	2 nd year	70	2.54	.340
	3 rd	98	2.74	.470
	4 th year or more	66	2.75	.380
	Total	378	2.69	.430
	1 st year	144	2.37	.410

Education and partnership for entrepreneurship and innovation	2 nd year	70	2.40	.300
	3 rd	98	2.42	.440
	4 th year or more	66	2.64	.370
	Total	378	2.44	.400
Total	1 st year	144	2.60	.350
	2 nd year	70	2.48	.200
	3 rd	98	2.69	.370
	4 th year or more	66	2.80	.320
	Total	378	2.64	.340

Source: Prepared by the authors (2023)

Table 7 shows a facial difference in the means and standard deviations of the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the different categories of the academic year variable. In order to show the significance of the statistical differences between the means, one-way analysis of variance was used. Table 8 depicts the results.

Table 8-One-way analysis of variance of the impact of the school year variable on the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students

Dimension	Source	Sum of squares	df	Mean of squares	f	Sig.
University vision, mission and goals	Between groups	12.446	3	4.149	15.487	.000
	Within groups	100.186	374	.268		
	Total	112.632	377			
University leadership and support	Between groups	2.200	3	.733	4.050	.007
	Within groups	67.714	374	.181		
	Total	69.914	377			
Education and partnership for entrepreneurship and innovation	Between groups	3.576	3	1.192	7.562	.000
	Within groups	58.963	374	.158		
	Total	62.539	377			
Total	Between groups	3.945	3	1.315	11.913	.000
	Within groups	41.288	374	.110		
	Total	45.233	377			

Source: Prepared by the authors (2023)

It can be seen from Table 8 that there were statistically significant differences at the significance level of (0.05) due to the impact of the academic year variable in all domains and the tool as a whole. In order to show the statistically significant pairwise differences between the means, multiple comparisons using the Scheffe method were used as shown in Table 9.

Table 9-Multiple comparisons by Scheffe's method of the impact of the academic year variable on the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students

Dimension	Group	Mean	1 st year	2 nd year	3 rd year	4 th year or more
University vision, mission and goals	1 st year	2.69				
	2 nd year	2.48	.210			

	3 rd year	2.89	.200	.410*	
	4 th year or more	3.02	.334	.544*	.134
University leadership and support	1 st year	2.71			
	2 nd year	2.54	.171		
	3 rd year	2.74	.032	.203*	
	4 th year or more	2.75	.046	.217*	.014
Education and partnership for entrepreneurship and innovation	1 st year	2.37			
	2 nd year	2.40	.034		
	3 rd year	2.42	.052	.019	
	4 th year or more	2.64	.274*	.240*	.222*
Total	1 st year	2.60			
	2 nd year	2.48	.122		
	3 rd year	2.69	.088	.210*	
	4 th year or more	2.80	.199	.321*	.111

* Significant at (0.05).

Source: Prepared by the authors (2023)

According to Table 9, there were statistically significant differences at the significance level of (0.05) between the second-year category and each of the third and fourth or more categories. The differences were in favor of each of the third and fourth-year groups and over in the dimensions of university vision, mission and goals, university leadership and support, and the total score. It was also found that there were statistically significant differences at the significance level of (0.05) between the fourth-year category or more and each of the first, second, and third years. The differences were in favor of the fourth year or more in the dimensions of education and partnership for entrepreneurship and innovation. This result means that there is an effect of the variable of the academic year on the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development. Perhaps this result is because the students of the last years at the university possess knowledge, skills, experiences, and attitudes about the culture of entrepreneurship and innovation in the correct concept and form. They know more about the mechanisms and methods provided by the university to activate entrepreneurship and innovation and promote it in the hearts of students. They gained them through their study experience over a longer period compared to their peers in the first and second years. This result agrees with that of Faqih and Alababna (2022), which showed no statistically significant differences in the level of attitudes of Saudi university students toward entrepreneurship due to the variable of specialization.

CONCLUSION

The study aimed to identify the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students, and the statistical differences therein according to the variables of gender, type of college, and academic year. The results showed an average level in the role of the University of Najran in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students at the total score. The results also revealed statistically significant differences in the responses of the study sample about the level of the role of Najran University in spreading the culture of entrepreneurship and innovation in achieving the goals of sustainable development among students due to the variable of the academic year; the differences were in favor of students in the third and fourth years or more. In addition, there were no statistically significant differences in the variables of gender and type of college. In light of the results of the study, it is recommended to support the university's senior management to provide activities, procedures, and initiatives that contribute to the consolidation of a culture of entrepreneurship and innovation among students. An entrepreneurial and innovative culture that emphasizes the effective role of the university in community service and the preparation and qualification of entrepreneurial and innovative male and female entrepreneurs must be built and supported. There is a need to emphasize the role of the Ministry of Education in motivating universities to develop academic programs based on the culture of entrepreneurship and innovation, and to prepare a course on the culture of entrepreneurship and innovation as a compulsory requirement for all university students. University education needs to focus on creative and productive thinking methods and solve creative problems that generate creativity, innovation, and creative ideas, and focus on applied practical education. The university's vision, mission, and goals need to be developed to reflect the university's interest in sustainable development and focus on preparing graduates who are more adventurous toward practicing innovative entrepreneurial businesses. University leaders must encourage the provision of human cadres specialized in the culture of entrepreneurship and innovation, and provide the organizational climate and sufficient support for students to transform their ideas into innovative entrepreneurial projects. The developers of programs and study plans in university education and incubators of creativity and innovation should focus on education and partnership for entrepreneurship and innovation by directing students to attend events, seminars, and activities organized by local community institutions on the culture of entrepreneurship and innovation. The educational process is concerned with training students

on the skills required by the labor market and reducing the cultural legacies that impede initiative and creating independent and entrepreneurial job opportunities for students. Humanities research centers should be directed towards conducting more future research on a broad national scale to find out the role of universities in spreading a culture of entrepreneurship and innovation to achieve the goals of sustainable development and to point out the obstacles. Finally, global experiences may be benefited in designing proposed strategies, mechanisms, and perceptions to develop and enhance the role of universities in spreading the culture of entrepreneurship and innovation to achieve the goals of sustainable development among students.

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