

Social Responsibility of Educational Institutions in Supporting the Entrepreneurship Sector in the Kingdom of Saudi Arabia

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Abstracts

This study aimed to identify the social responsibility of higher education institutions in supporting the entrepreneurship sector in the Kingdom of Saudi Arabia. To achieve this goal, the descriptive and analytical method was used, by designing a questionnaire and distributing it to the research sample, which consists of 200 students and workers at Imam Abdul Rahman bin Faisal University. The study found the importance of training and qualification in developing and stimulating entrepreneurship in the Kingdom. The lack of development of educational curricula is considered an obstacle to development. In light of these results, the study recommended the necessity of investing in the education and training sector, qualifying workers and students, in addition to developing educational courses by making use of the experiences of others, especially in developed countries.

Keywords: Social Responsibility, Higher education institutions, Entrepreneurship.

Introduction

Educational institutions in the Kingdom of Saudi Arabia are witnessing an unprecedented qualitative shift in the history of the kingdom's renaissance, which is receiving great attention from the country's leaders, resulting in the huge financial allocations that have been allocated to education in the kingdom's budget for the next year. Universities are also paying special attention to developing their curricula in line with global trends and international academic accreditation standards.

Higher education, both governmental and private, is considered to be a priority of human development worldwide. In the context of the expanding goals of universities, not only does higher education teach the capabilities that graduates require for the labor market, but it also provides continuous education for all graduates in various specialized fields. These graduates have comprehensive knowledge, including both technical and information knowledge, which analyzes the ability to make decisions. These are the graduates who develop the analytical skills that lead local economies. They also support and teach civil society and assume active leadership of governments, helping to make important decisions that have positive effects on societies as a whole. It is these universities that are the sources of the high level of comprehensive knowledge that drives development.

This has resulted in both opportunities and dangers arising on the global scene. On the positive side, it seems that the role of higher education institutions in building the economies of knowledge may grow significantly at a hitherto unprecedented rate. Certainly, higher education is a central point in creating intellectual capabilities that help produce knowledge, which is clearly beneficial. It also promotes continuous further education, which has become necessary to update and develop knowledge so that it remains comprehensive. Another positive development is the emergence of new patterns of higher education institutions and new paths of competition, perhaps the most important of which are private universities that work to change their work methods and their performance so that they can benefit from the opportunities provided by the information revolution.

For higher education institutions to successfully carry out their educational, research, and informational functions, they must be able to respond effectively to changing education and training needs and meet the various challenges that have occurred throughout higher education. To do so, they must adopt methods and formulas of functional systems that are more characterized by knowledge.

From this standpoint, the last decade of the twentieth century saw decisive variables in the global community, which firmly leaned one way or another on higher education systems, functions, compositions, and styles of work all over the world, including in transforming or developing countries.

Entrepreneurship is at the forefront of specializations that seek to build self-employment way of thinking among young people, while dealing with its construction mechanisms. Since entrepreneurship is based on the idea of creating a project characterized by innovation and risk, building the personality of the entrepreneur who has specific features is one of the goals that entrepreneurship programs aim to achieve. Therefore, entrepreneurship is considered one of the

curricula required urgently in applied education to provide educational outcomes characterized by a balance that combines scientific and applied qualifications to contribute successfully to effective development.

The phenomenon of entrepreneurship is one of the most important indicators of the awareness and maturity of a society and its policies, plans, and programs of development. Advanced societies view entrepreneurs as leadership models whose achievements must be followed along with the functional investment opportunities they create. With the weakness of the employment capacity of public institutions and governmental organizations, the expansion of the individual's tendency toward independence and taking risks has been facilitated by technological development with its increased access to information. The increase in the volume of electronic commerce and the lack of need for large capitalist equipment, together with a growing service economy that does not address high or costly technology, has led to the continued growth of entrepreneurship and the increasing demand for the establishment of small pioneering projects, which are among the main growth indicators of entrepreneurship.

It is important to note that the history of a number of Arab countries, including Saudi Arabia, - is full of pioneering models at the individual and institutional level, where the inheritance of professions and the support of the family, particularly the father, were morally and financially essential to open a professional workshop or small production facility or to launch any commercial projects that might grow to become large leading institutions.

With the increasing interest in the culture of entrepreneurship skills, the concept of leadership has become a clear concept both in the field of education and in the field of entrepreneurship, confirming the responsibility of the role of universities in stimulating creativity and developing the desire and the ability to innovate (Al-Hammadi, 2010, p. 19)

The concept of entrepreneurship in economic writings dates back to the writings of the Irish economist Richard Cantillon (1680–1734 AD), who expressed it as being ready to establish a new or institutional project, accepting full responsibility for unconfirmed results. The entrepreneur's definition was also defined by Schumpeter (1883–1950 AD). The pioneer defined an entrepreneur as a person who has the will and the ability to convert a new idea or a new invention into a successful innovation. Thus, there are leaders in different markets and industries that produce new products and models. Moreover, entrepreneurs help and lead industrial development and long-term economic growth (Al-Shammari & Mubarak, 2014).

The Kingdom of Saudi Arabia has launched Vision 2030, which was prepared by the Council of Economic Affairs and Development and approved by the Council of Ministers, in April 2016 to face the current regional and global challenges, including the need to preserve developmental gains, reform the Saudi economy and continue its growth, and end its dependence on oil as an essential source of income and representation. This vision is an ambitious approach and a road map to assume a prominent global position in all economic, social, and cultural fields. The Kingdom of Saudi Arabia continues its efforts toward sustainable development at an accelerated pace to improve the level of living of the quality of life for every citizen, highlighting three basic aspects, namely a vital society, a booming economy, and an ambitious homeland.

The Kingdom's Vision 2030 has adopted many programs, initiatives, and constructive projects to enhance efforts to achieve sustainable development in a number of areas, including housing, national companies, national transformation, public investment fund, the promotion of national personality, financial balance, lifestyle improvement, strategic partnerships specialization, and the service of pilgrims (Vision, 2017).

The general authority for small and medium Enterprises announced "Monshaat," whereby the Kingdom of Saudi Arabia aimed to rise ten positions in the index of entrepreneurship, targeting seventh place in 2020 after being ranked 17th in 2019. This was according to the World Entrepreneurship Observatory report for the year 2020–2021, which was prepared by Babson International College in cooperation with the London College of Business.

The entrepreneurial state index depends mainly on measuring the average results of countries using 12 factors within the framework of the entrepreneurial system, including the financial environment related to entrepreneurship, the priorities and support of government legislation, bureaucracy and taxes in government legislation, government entrepreneurial programs, entrepreneurship in the stages of higher education, research and development, access to commercial infrastructure, the dynamics of the local market, obstacles to entering the local market, general infrastructure, obtaining services, and a culture of community support.

The Kingdom of Saudi Arabia has achieved first place in the indicators of the International Observatory for Entrepreneurship for the year 2019–2020, as the kingdom came first under the criterion "Knowing a person who started a new project," which indicates positivity in the business environment and a desire for commercial work, while it gained second place in "Possessing knowledge and skills to start a business," which indicates the positive impact of programs in support of building the skills of young men and women to start their pioneering work.

It is worth noting that "Manshat" is working hard to meet all special requirements relating to small and medium enterprises, pioneers, and entrepreneurs, to help them find a promising environment that provides opportunities for prosperity by providing support services and business opportunities to aid their growth and enhance their competitiveness by encouraging entrepreneurship culture and supporting ambitious entrepreneurs, thus achieving an increase in the founding rates of new companies (Saudi Press Agency, SPA).

The National Companies Program in the Kingdom of Saudi Arabia is one of the most important programs to achieve the aims of Vision 2030. The national companies' "leadership in the Kingdom of Saudi Arabia aims to motivate education institutions and national companies with promising opportunities in regional and global leadership and enhance their position in order to support the durability of the kingdom's economy globally" (Al-Lahiq, 2020, p. 2).

First: Scope of the Study

Scientific development in recent decades and radical changes in local and international business organizations have contributed significantly to the "Business Concept of Business," a term that has created new economic activities through research, development, production, and distribution processes for the products and services that are created for all segments of society. This modern

concept of entrepreneurship has taken business organizations from their internal isolation as closed systems that focus only on economic material aspects toward a modern outlook and an open system that deals and interacts with an external environment that is described as most complex and mysterious. This interaction is the most prominent new social and environmental role of entrepreneurial business organizations in providing their services to the community. Therefore, it is obligatory for entrepreneurial organizations to double their responsibility and efforts by realizing the needs of society, the environment, and the individual, as the evaluation of the concept of entrepreneurship depends on profit, according to which, modern concepts and new methods have emerged that help create a working environment capable of dealing with accelerated developments in the economic, technical, and administrative spheres throughout the world (Al-Sharif, 2016).

In light of global trends focusing on the knowledge economy, deepening the culture of self-employment and mitigating job restrictions, entrepreneurship is of great importance in supporting the economy and increasing the capacity of competitiveness locally and internationally, as it is a source of competitive advantage and one of the basic pillars and a driving strength of economic and social development. It is also one of the main outlets to create economic efficiency and creativity and one of the most important providers of job opportunities for students, as it is an essential tributary of the growth of gross output. Furthermore, it improves the individual's economic situation and self-employment prospects, as it promotes initiative and competition among young people. Consequently, it does much to create a pioneering society alongside effective environmental systems that encourage and support the entrepreneurial culture, as leadership is not only related to the establishment of private projects but rather a way of thinking and behavior that can be applied in various contexts. A stronger pioneering culture needs to be established through the development of pioneering mentalities so that students hone their ability to think positively and aspire to opportunities that they can work on and implement, thus enjoying self-confidence in achieving their goals and using their skills to build a better society, both economically and socially. Building a pioneering society requires the involvement of everyone; to this end, university education is an important stepping stone toward building widespread entrepreneurship.

In light of economic competition, learning entrepreneurship has become an urgent necessity to keep pace with the needs of the changing labor market. The study of entrepreneurship is pursued through academic courses and educational programs in the shadow of a philosophy and educational policy favoring entrepreneurship in various stages of education in many countries of the world. Currently, through various traditional and electronic educational systems in universities all over the world, many factors have contributed to provoking interest in business and establishing projects, including the problems caused in many countries in recent years by economic recession, high unemployment rates, and fluctuations in global markets to an extent that the world has not seen since World War II.

This requires the role of university education to expand to include the creation of job opportunities by designing curricula for graduate students who are able to initiate work opportunities in the market, transfer and localize technology and knowledge through communication with local and international institutions and research centers, embrace innovative

projects and convert them into products, develop society through business and technology incubators, and form real partnerships with both the public and private sectors, which will allow universities to benefit and interact with those various segments of the local community that are led by graduates, who can be considered huge investment capital when the university improves communication with them.

Based on this philosophy and this trend, many countries of the world have developed policies that enhance entrepreneurship and create an entrepreneurial culture, and recent times have witnessed a significant increase in such developments. Indeed, policymakers have developed a wide range of measures to spread and consolidate the culture of business leadership in university education. Among the most prominent of these measures are devising plans, policies, educational programs, and courses to consolidate the culture of entrepreneurship and to establish the spirit of initiative at the heart of education policy and its curricula and in its practical applications.

In addition to providing infrastructure and supportive mechanisms to enhance and develop entrepreneurship, it is necessary to encourage competitive scientific and applied research and to protect the incubators of creativity and technology that work to support and finance pioneering projects and provide technical support for them, as well as cooperating with the sectors concerned and benefiting through a partnership with them (Mesel et al., 2018).

Innovative and creative programs offered by higher education institutions build a culture of knowledge and sustainable development in society and educate a distinguished generation of university students in these areas.

The problem of study is crystallized in the following question: What is the reality of social responsibility for educational institutions in supporting the entrepreneurial sector in the Kingdom of Saudi Arabia?

Second: Importance of the Study

(1) Theoretical importance

1. The importance of the subject of entrepreneurship and the fundamental contributions that social entrepreneurs can make in solving many chronic social problems and contributing to the achievement of sustainable development goals.
2. Social responsibility carried out by educational institutions in promoting the entrepreneurial culture of their students and society through their educational, research, and societal roles and their organizational and institutional capabilities.
3. The current study helps to develop scientific knowledge on the subject of the reality of the social responsibility of educational institutions in supporting the entrepreneurial sector.
4. Enriching the local and Arab libraries on this topic, as it is the first study within the limits of the research team's science that links the reality of the social responsibility of educational institutions and the entrepreneurial sector.

(2) Practical importance

- 1- The current study directs the educational decision-makers toward the role that higher education institutions play in promoting the entrepreneurship sector.
- 2- The results of the current study help in determining the obstacles faced by educational institutions in spreading a culture of entrepreneurship and activating social responsibility for them.
- 3- Providing proposals and solutions that contribute to solving these problems with the aim of strengthening these projects to combat unemployment among young people, and stimulating societal production according to the Kingdom's Vision 2030.

Second: Study Objectives

The current study starts with a major goal that "identifies the social responsibility of educational institutions in supporting the entrepreneurial sector in the Kingdom of Saudi Arabia." A group of sub-goals is linked to this goal:

1. Detecting the standards governing the concept of entrepreneurship.
2. Exposing the ingredients for the social responsibility of educational institutions in promoting and practicing the culture of entrepreneurship among their students.
3. Exposing the challenges facing educational institutions in supporting the business leadership sector.
4. Access to a future vision to strengthen the entrepreneurial sector in Saudi society.

Third: Concepts of the Study

The concepts of the study are social responsibility, educational institutions, and entrepreneurship.

(1) Societal responsibility

The concept of social responsibility today occupies a position at the forefront of economic, legal, social, and political analysis. It is defined in various ways by researchers and authors in the field, often reflecting different affiliations and ideologies so that each concept has a criterion (or new standard) attached. However, at the beginning of the third millennium, a general consensus has emerged. Business organizations have also begun to take their social responsibilities more seriously when managing their strategies and reporting to stakeholders. As well as highlighting it in different ways, they often use different names, all of which indicate social responsibility; these include corporate accountability, corporate ethics, corporate citizenship, and corporate obligations (Najat & Hayat, 2012).

Khamidullina and Ilnurovich (2022) define social responsibility as an ideological building that arose in the development of the industrial society and the transition from purely economic to legal and social, which is a social commitment to enhance the public good in all possible ways.

Gaski (2022) believes that responsibility needs to dismantle its vocabulary in order to arrive at a scientific concept that is firmly established in the minds and collective conscience.

Bikeeva (2017) confirms it is an institutional altruism, that is, the recognition of the duty of institutions to provide a major voluntary contribution to improve the quality of life of individuals. Institutions are not socially isolated, but are mainly open structures, Since they produce goods and services for everyone, they must be active in all social projects that contribute to solving urgent social problems.

Maslova (2019) has shown that it is the duty of businessmen to make decisions and follow desired activities from the point of view of general goals and values in society.

Nortdinova (2015) realized that the concept of social responsibility must take into account the interests of the entire society (its sustainable development) in addition to businessmen, as social responsibility helps preserve social peace and prevent social unrest.

Dickson et al. (2006) explained that it is a "comprehensive and integrated group of policies, practices, and programs that are integrated into commercial processes and decision-making operations."

Lim and Tsutsui (2012) believe that it is "the individual's awareness of a commitment to a cognitive basis of the necessity of directing his voluntary actions toward the group.

Common elements between previous definitions:

- Increasing social support between the segments of society and finding a sense of belonging among individuals and different groups.
- Achieving social stability as a result of the availability of a level of social justice.
- Improving the quality of life in society.
- Making good decisions in a manner that guarantees the performance of the general roles and goals of the institution with integrity and transparency.
- Enhancing community participation and forming positive trends toward them.
- Facing the difficulties that prevent the achievement of the goals of desired social responsibility.

The procedural definition of social responsibility: It is the responsibility of the educational institution toward its students who belong to it, as well as toward society. This responsibility is obligated to perform a distinguished performance of its multiple roles and confront the problems that prevent their tasks from being completed. This can be achieved through a number of social responsibility programs that aim to achieve communication and interaction. These include community cohesion between members of society and its institutions that encourages institutions to strike a balance between material profit, community service, and the safety of the environment, social marketing for business incubator projects, and social responsibility programs that match community well-being and institutional work.

(2) Educational institutions

An educational institution is a place where people of all ages receive education; these institutions include preschool education institutions, kindergartens, schools, and universities.

The concept refers to an institution whose main purpose is education, such as a school or university, where this institution is officially recognized by the Ministry of Education. The educational institution has several types, such as public and private schools, universities, institutes, colleges, kindergartens, and vocational education institutions. It is a term referring to each school, college or department established with the aim of education (Rashwan, 2010).

The procedural definition of educational institutions is determined by: They are the institutions that society has allocated to carry out the function of official education as a general goal, based on visions or programs and generally aimed at preparing the children of society behaviorally and cognitively, through courses and stages that are integrated in general, but they are different according to age; According to the type of programs, curricula and goals for each of them; And the conditions of the place and time, which makes these institutions also characterized by pluralism and diversity according to the age of learners and according to the goals of programs, courses and educational programs.

(3) Entrepreneurship

The concept of entrepreneurship is like other concepts in social sciences, there is no agreement on a specific definition of entrepreneurship. Time and effort and endure financial, psychological, and social risks, and in return receive the reward, financial returns, and personal consent as a result.

Al-Shamiri and Al-Mubarakic (2011) state that entrepreneurship is defined as the ability to create a creative work characterized by creativity and is characterized by risk.

Leadership is also defined as the process of starting a business and organizing the necessary resources for it while assuming the risks and benefits associated with it. Leadership represents the outputs of complex economic and social worlds, psychological, technological, legal, and others.

Leadership is further defined as a creative activity and that it is the ability to form and build something from nothing practically, it is the talent of feeling and the opportunity that others see as confused and contradictory. It is a motor and risk process, which includes a combination of capital, technology and human skill, and it's possible to apply in all businesses regardless of their size and economic orientation.

The procedural concept of entrepreneurship is determined by:

1. The process of creating value by seizing the opportunity through unique resources, assuming financial risks, and reaping the resulting returns and profits.
2. The process of identifying a specific commercial project to start, to focus on it, and to provide the necessary resources, organizing them and bearing risks in order to achieve financial profit. It is also defined as the process of establishing a new organization or group of organizations or developing existing organizations, specifically the creation of a work or several new works or the response to new opportunities.

Fourth: Theoretical Framework for the Study

The theoretical framework issues that emerge from the entrance to the dynamics of the organization and social capital will be dealt with as theoretical entrances, and the theoretical issues directed at the current study will be presented at the end.

(1) The theory of the dynamics of the organization

This theory presented by Philip Selznick is marked with a functional analytical vision of the organizations, as he added a very new idea for studying them. The basic idea embodies the authorization of power and the consequent unexpected consequences. Selznick has moved from the basic issue that the organization faces the requirement of control, which is practiced by the highest presidential levels, and this requires an urgency of the authorization process, which would increase the opportunity for training in specialized jobs and provide experience in a specific field, to give the technical and administrative ability to face the problems generated. The authorization of the authority also leads to the multiplicity and increase of units and subdivisions in the organization, which leads to a diversity of tasks and interests for these sections.

Selznick believes that organizations are cooperative formats, and adaptive social constructions that constitute interactive individuals, subgroups, and official and informal relations. On the basis of the concept of strengthening the pattern that indicates the preservation of its integration and its continuity through basic imperatives, Selznick pointed out that the problem of consolidation between individuals as members within the organization leads to unexpected results. Therefore, it is necessary to exercise control by granting authority across successive levels to include the official authority. If the rational vision of the structure of power as reflected by the ideal model of bureaucracy includes the process of authorizing power between the official centers and the codified roles in a formal gradual form from top to bottom with the neglect of the concerned human element of the centers and practitioners of the roles and its different aspirations, Selznick sees the organization as a cooperative form. It is concerned with the human element within the organization. And the granting of authority applies to the positions and individuals (Lammers & Garcia, 2017).

Selznick tried to link the changing aspects of the organization (such as goals) to the basic stable needs and self-defense mechanisms. This hypothesis reflects the use of the concept that consists of the need for the continuation of public policy and leadership, as well as the homogeneous view of the members of the organization accepting what exists, as well as the need for the participation and cooperation of the members of the organization. When Selznick tried to study how the organization achieves these needs, it turned out that subunits (such as divisions and departments) may resist needs that do not serve their interests, leading to a recalcitrance rebellion or resistance by units (Guth, 2016).

(2) Social capital theory

From the previous theoretical perception of the sociology of entrepreneurship, we found that it is possible to rely on the social capital theory. This concept was presented as a way to treat a number of social and societal diseases (Abu Doh, 2014)

The analysis is based on the theory of social money on three standards. The first is the individual, which is represented in the resources the individual uses through their social network. The second is located on the social scale, in which social money is formed or from the ways (including trust or an exchange of emotions) whereby the group can provide a return or revenue that belongs to its members. These sources are factors or reasons for facilitating the process of collective action and economic performance. The third scale is determined in the community or society, that is, the greatest pattern, where this measure aims to understand how it facilitates the formation of the head of social money and the production of group experiences, for example, democracy or manufacturing, or its countryside in business (Kaban & Dürtyih, 2013).

Bourdieu believes that the head of social money includes control over relations, which represents networks of support and influence. People can enter their social positions, whether through the family or by being a university graduate of the (Wallace and Wolf, 2011:95) Bourdieu defines social capital as the total resources that a person obtains through his possession of a permanent network of institutional relationships that include mutual appreciation, or in other words, membership in a group that provides its members with support (Bourdieu, 1983).

Bourdieu proves that social capital achieves material and symbolic benefits through the network of social relations that includes feelings of gratitude, respect, and affection, which are reproduced through the exchange of gifts and words that enhance knowledge and appreciation. These relationships are produced through individual or collective investment strategies, whether consciously or otherwise, and aim to strengthen social relations that can be used in the short or long term in modern societies, including social exchanges in legitimate institutions, such as gatherings, trips, cultural celebrations, and clubs. (Bourdieu, 1983).

Each social actor has their own way of knowing the methods of behavior and its social contexts. This is acquired through social relations in educational institutions, where it contributes to the formation of social capital through actions based on a network of relationships based on trust and an exchange of emotions, through which the group can provide a return or dividend that belongs to its members. These sources are considered factors or reasons to facilitate the process of collective action and economic performance. We use the theory of social action and the social money head in this study in an attempt to understand the role of educational institutions in entrepreneurship in Saudi society.

Fifth: Previous Studies

There are many previous studies that touched on "the reality of the social responsibility of educational institutions in supporting the business Entrepreneurship Sector " and dealt with it from different angles. These studies include both those undertaken in Arabic and other, foreign, languages. This study will review a number of studies that have been made with reference to their most prominent features. We will include comments, stating points of agreement and difference, and a statement of the scientific gap that the current study addresses.

Below we give a presentation of these studies:

Thamer Mohsen & Bahi Youssef (2020): "Mechanisms for Accreditation and Support Universities for Entrepreneurship"

The main goal of this study is to develop a perception and a proposal to activate the role of universities and educational institutions in developing and supporting entrepreneurship and innovation. To achieve this, the researcher used the descriptive approach, analyzing scientific literature and international reports on entrepreneurship. The study looked at the importance of the support provided by universities resulting in the progress and prosperity of the individual, society, and the state alike. The study has defined the role of universities in several ways, including supporting innovations and inventions through discreet scientific research and providing research and studies related to the business sector.

Amin Khalil Amin Al-Saadi & Abdul Rahman bin Rashid Al-Muhaini (2019): "Entrepreneurship among University Students: Intentions, Motives and Self-obstacles"

This study aimed mainly to identify the intentions and pioneering motives among male and female students of the Faculty of Economics and Administrative Sciences at Imam Muhammad bin Saud Islamic University, as well as aiming to identify the factors that obstruct the emergence of entrepreneurial projects and their growth among these students. In addition, the study aims to determine the impact of the motives for entrepreneurship, as well as the impact of self-obstacles on the pioneering intentions of students. The most important results of this study showed that college students have a high degree of intention to start their entrepreneurial projects.

Ashraf Mohamed (2019): "The Role of Egyptian Universities in Promoting the Culture of Social Entrepreneurship among Their Students"

This study aims to identify the role of Egyptian universities in enhancing the culture of social entrepreneurship among their students. To achieve this, the researcher used the descriptive approach. Through analyzing scientific literature and local and international reports on social entrepreneurship, the study reached the conclusion that social entrepreneurship was one of the tools used to achieve sustainable development and that the role of universities was fundamental in consolidating the education and culture of social entrepreneurship in society. The study went on to identify the role of universities in four areas, namely the vision and strategy of the university, its teaching and learning activities, university evidence, and its partnership with external society. These were important when promoting the culture of social entrepreneurship, which was identified in three ways: the dimensions of knowledge and awareness, the values of social entrepreneurship, and the beliefs of social entrepreneurship in studying the existence of many obstacles to the inclusive role, before going on to develop the perception of the activation proposal, namely the role of Egyptian universities in promoting the culture of social entrepreneurship among their students.

Awad-Allah Suleiman, Awad-Allah & Ashraf Mahmoud Ahmed (2019): "Measuring the Level of Entrepreneurship among Taif University Students and the Role of the University in Its Development"

This study aims to set goals, the most important of which are revealing the degree of availability of entrepreneurship characteristics among Taif University students from their point of view, identifying the role of the university in developing entrepreneurship among its students from the point of view of faculty and leaders, and providing the necessary recommendations and proposals to develop the role of Taif University in developing entrepreneurship. The study used the

descriptive curriculum and reached several results, the most important of which were the need for the university to seek to develop the pioneering features of students and to provide the organizational climate in support of entrepreneurship in supporting students' projects, which is essential. The university needs to train students to use the scientific method in solving the problems facing them, and to add entrepreneurship to the list of criteria that evaluate students' performance.

Tugba Konakli (2020) *Effects of Self-Efficacy on Social Entrepreneurship in Education: A Correlational Research*, aimed to determine the effect of the self-efficiency of teachers before service on the characteristics of their social entrepreneurship. Thus, 220 random teachers were chosen before service at the College of Education at the University of Kogali in Turkey. A scale of general self-efficiency was applied to them to measure the properties of entrepreneurship for teachers before service. The results revealed that the attempt and perseverance, which represents the dimensions of the main self-efficacy predicted with features: Creativity, risk, and self - confidence as personal drawings for social entrepreneurs. The study recommended the need to include practices aimed at developing self-efficiency beliefs and the characteristics of social entrepreneurship in teachers' training programs.

In an effort to demonstrate the need to teach social entrepreneurship, Dobebe (2016) used the analysis of scientific literature on social entrepreneurship and reached the conclusion that the education of social entrepreneurship provides an opportunity to start social initiatives and projects. In addition, it supports social entrepreneurship education. Individuals, creativity, sympathy, rational thinking, and entrepreneurship skills all contribute to the solution to social problems in society and add to the development of a sustainable national economy. Furthermore, it found that a lack of awareness among students regarding entrepreneurship and the lack of education opportunities in this particular field negatively affects students.

Ashour (2016) explored the attitudes of university students toward business and social entrepreneurship in the United Arab Emirates, and through a survey applied to 1080 students in various specializations in 14 public and private universities, the study showed a gap between entrepreneurship and good preparation. About 38% of the respondents expressed their desire to become entrepreneurs, while about 62% wanted to become social business pioneers. Despite this level of attention, the limited access to education, training, and social entrepreneurship experience leads to a lack of capabilities in the next generation. The study recommended integrating social entrepreneurship within the university's entrepreneurial education programs to make future entrepreneurs more socially aware.

The purpose of the study of Akar & Dogan (2018) was to examine the extent of the prediction of the personal values of teachers before service with their characteristics in social entrepreneurship through assessing the social entrepreneurship and personal values across a sample of 393 teachers while studying in the College of Education before service. he results indicated that perceptions of social business are mostly at the average level, and the values of religiosity, social skills, honesty, self-control, and intellectual values are largely in the social projects of teachers before service, with a rate of 74% of the total survey. Accordingly, it can be said that personal values have a decisive role in social entrepreneurship activities.

Through a comparative study between Taiwan and Hong Kong, Ching Yin et al. (2018) aimed to enhance the intentions of social entrepreneurship among university students through The mediating role of entrepreneurial creativity among 311 Hong Kong students ($n = 311$). The online survey, on three standards, included five precedents for social entrepreneurship intention: sympathy, moral commitment, self-efficiency, awareness of social support, and previous experience of social problems. There were two pioneering innovative workers, namely originality and benefit, and workers with social entrepreneurship intentions, namely: conviction and numbers. Previous expertise, awareness-raising social support, and originality were identified as the three most important influencing factors in the intentions of social entrepreneurship among university students and included the main differences between Taiwan and Hong Kong: previous experience of social problems, sympathy, self-efficacy, realized social support, and benefit.

Al-Rumaydi (2018) aimed to evaluate the role of Egyptian universities in developing the culture of entrepreneurship among students and to identify the obstacles they face in doing so. By applying a questionnaire to a random sample of 191 faculty members and supporting staff at various Egyptian universities, the study concluded that there is a clear deficiency in the role of universities in developing the culture of entrepreneurship among students in all areas of study, including vision, mission and strategy, leadership, government, resources and infrastructure, education for entrepreneurship and university support, financing and external university relations, and entrepreneurship evaluation.

Shahiwala (2017) looked at the importance of developing entrepreneurship skills in students through projects based on the skill of managing and planning projects, marketing and financing management, and project evaluation. The study noted the positives of developing entrepreneurship skills and recommended that efforts be made to provide guidance and support to students by field experts.

Alhwas, Hamad bin Khalid (2019) examined the role of Saudi universities in enhancing the performance of the private sector in light of Vision 2030. The researcher used the descriptive approach using the social survey method. The study population consisted of all university leaders, namely university deans, college deans, college deans, department heads, and directors in partnership and entrepreneurship offices, and numbered 801. The study population also included the leaders of the largest private-sector companies in the Kingdom of Saudi Arabia, including the Saudi Telecom Company, the Saudi Basic Industries Corporation (SABIC), Al Rajhi Bank, and the Saudi Electricity Company, numbering 1216 individuals; the study sample consisted of the first category of 627 individuals, while the second category comprised 119 private-sector individuals. The researcher used the questionnaire as a tool for the study, and among the results arrived at was the agreement of the study sample members on methods for strengthening the role of Saudi universities in relation to the private sector in light of the Kingdom of Saudi Arabia's Vision 2030 with an average of 5.00, a standard deviation of (0.734), and a relative weight of (85.2%). One of the most prominent recommendations reached by the study was the necessity of holding educational courses and programs for employees of universities and the private sector about the importance of the role of universities with regard to the private sector. The study recommended the commitment of senior management in

universities and private sector institutions to supporting the establishment of positive relations between the two parties to achieve the Kingdom's Vision 2030, including the establishment of an accurate information system about the university's research capabilities and the services that private sector institutions can provide, as well as the establishment of development and training programs for employees of private-sector institutions in universities.

Comment on previous studies

The above presentation of some previous studies related to the current study of the methodology and mechanism of conducting the study in theoretical and field terms and even in writing the results.

By analyzing previous studies, the following is evident:

A. In terms of the purposes and goals of the study, previous studies dealt with the subject of the role of higher education institutions in supporting the entrepreneurial sector in the Kingdom of Saudi Arabia in several aspects. Some of them dealt with the development of a culture of entrepreneurship for students, some of which focused on the impact of self-efficiency on teachers before service and on the characteristics of their social entrepreneurship, while some studies sought to reveal the factors that obstruct the emergence of entrepreneurial projects and their growth among students.

B. In terms of the curriculum and the tools in the study, the curricula used in these studies varied.

C. In terms of the study community, it differs from previous studies. There are those who focused on the descriptive analytical approach, while others focused on qualitative and field analysis. In addition, some chose ordinary students, while others focused on members of the teaching staff and leaders in universities, who included university agents, college deans and agents, department heads, and managers in partnership and entrepreneurship offices.

Benefits from previous studies

The current study benefited from the previous studies in several ways. The most important of these was the fact that these studies were the basic starting point that facilitated the address of the study problem, its goals, and questions in light of previous results. It also provided scientific evidence in determining the findings of scientific monitoring on the subjects of the current study. These previous studies had a role in directing the current study of the method of addressing the current study results and the statistical methods used. They also contributed to choosing the appropriate theoretical orientation in the interpretation of the phenomenon and in analyzing and extracting the results and comparing them with the results of previous studies.

Agreements and differences between the current study and previous studies

The current study agreed with previous studies in examining the importance of the role of higher education institutions in the business leadership sector. And despite the existence of an agreement on a specific aspect of the phenomenon of the study, the current study has taken a different direction from previous studies in terms of the handling, method of treatment, and methodology used.

Distinguishing aspects of the current study from previous studies

The current study of previous studies was distinguished by dealing with the role of higher education institutions in promoting and practicing entrepreneurship culture among its students, and none of the previous studies has been dealt with.

Sixth: Methodology of the Study

The methodological procedures for the current study are as follows:

Type of study

This study is one of the analytical descriptive studies. It mainly explores the characteristics of the phenomenon in question and identifies the factors of its occurrence and effects, the relationship between independent and dependent variables, and the ways to treat them.

The method used

We will use the descriptive analytical method through the sample social survey style.

Data-collecting instruments

The current study depends on the gradual questionnaire "The Pentel Laker scale"(Likert scale) to measure "the reality of the social responsibility of educational institutions in supporting the entrepreneurial sector in Saudi society" and was applied electronically to the study community.

Validity and reliability of the research tool

A. Face Validity: The honesty of the arbitrators

The questionnaire was presented to a number of arbitrators from faculty members specialized in the field of social sciences to verify its apparent validity, with the aim of judging the suitability of the questionnaire items to the characteristics that they were to measure. In addition, they also expressed their opinions regarding the various axes of the questionnaire and amended, deleted, added, or reformulated the questionnaire as they saw fit in order to achieve the objectives of the current study.

B. Structural Validity

After the final design of the study tool (the questionnaire) and after ensuring its apparent validity (the veracity of the arbitrators), the research team tested a small group of 20 individuals as a random exploratory sample. In order to maintain the accuracy and clarity of the study tool, the sample members were informed. With the aim of testing the tool and applying it to them, it was necessary to comment on the questions and encourage them to ask questions to find anything that might be ambiguous or difficult to answer to ensure the validity of the study tool.

Stability of the study tool

The method of internal consistency was relied on, which depended on the extent to which the phrases related to each other within the questionnaires and the degree to which each phrase was associated with the total degree of attribution by analyzing the items. It ranged between 0.440 and 0.883, which indicated the questionnaires' cohesion and internal consistency.

Study community

The empirical material of study was collected from a higher education institution by the method of comprehensive survey as a spatial field.

Study sample and its characteristics

The researcher drew a deliberate snowball sample consisting of 200 individuals from students in a number of academic programs at the two institutions in the field of study. Based on the demographic characteristics of the study sample, it was found that 51% of the sample members were aged less than 25. Female respondents numbered 76.6%, as the programs of the two institutions are more compatible with females than males. As for the marital status of the sample members, we find that the research sample's marital status showed that 57% of respondents were single, while 31%% were married. We also found that 56% of the research sample were bachelor's students, while 44% were postgraduate students.

Seventh: The Results of the Field Study

(1) The standards governing the concept of entrepreneurship

The importance of the entrepreneurship sector stems from its great and direct association with small facilities that have great importance in achieving economic and social development. Its growth in all economic sectors has made it a driving force for economies and the main source of their growth and development. The number of small facilities constitutes a large percentage compared to the number of total facilities in any country in the world. In addition, international experience shows that most countries in the developed and developing world have been searching in the past few years for various ways and means to increase their number of small enterprises and improve their performance due to their considerable role in mobilizing resources and achieving the highest added value, as well as their ability to bring about a transformation in work relations, values, and production. There is also no doubt that the level of unemployment is commensurate with the degree of backwardness of small enterprises since they play an important role in creating the vertical accumulation required by any economy. Furthermore, these facilities are the main source of innovation and renewal and a tool to maintain the continuity of competition and support through their quick response. Many large establishments depend on small enterprises to satisfy their needs and promote their products accordingly, and in many developing and developed countries, small enterprises are seen as "business incubators" and consequently, receive special attention from many international bodies in different countries of the world.

Table No. 1 The standards governing the concept of entrepreneurship from the point of view of the sample members

	Statement		Strongl y agree	Agre e	Neutr al	Disagre e	Strongl y Disagre e	Averag e	Devatio n	Relative weight "Arrange "
1	The dimensions of the concept	No .	83	83	11	3	3	4.311	1.008	1

	of entrepreneurship are formed through the social vision of sustainability, networks, and financial returns.	%	45.4	45.4	6	1.6	1.6			
2	The durability of social relations helps to transfer resources and facilities that enhance success in building power.	No . %	82	78	16	6	1	4.278	0.992	2
			44.8	42.6	8.7	3.3	0.5			
3	Sustainability is established by creating social and moral critical awareness that contributes to balance.	No . %	72	73	29	8	1	4.131	0.966	3
			39.3	39.9	15.8	4.4	0.5			
4	Social vision is an essential component in the structure of entrepreneurship.	No . %	64	83	25	9	2	4.08	1.008	4
			35	45.4	13.7	4.9	1.1			
5	Any action that is taken toward sustainability is guided by identical social values and economic resources.	No . %	57	88	30	6	2	4.049	0.966	6
			31.1	48.1	16.4	3.3	1.1			
6	Providing sustainable innovative solutions to social problems contributes to creating social value. Entrepreneurship provides basic needs that government cannot provide.	No . %	64	86	22	9	2	4.09	1.12	5
			35	47	12	4.9	1.1			

The criteria governing the concept of entrepreneurship are clear from the data in Table No. 1, as the vast majority of the sample members agreed that the dimensions of the concept of entrepreneurship are formed through the social vision of sustainability, networks, and financial returns, with an average of 4.311, while second place was taken by the idea that the strength of social relations in impacting the transition of resources and facilities that enhance success in building ability, with an average of 4.278. In third place was the belief that sustainability is established by creating social and moral critical awareness that contributes to achieving balance with an average account, with an average of 4.131. It is clear from the multiplicity of the ruling standards of the concept of entrepreneurship between sustainable development and the financial returns of business incubators that this result is consistent with the study by Muhammad and Ashraf (2019) that found that entrepreneurship is a tool for social works, and therefore it is a tool that helps in achieving sustainable development, as the study by Awad-Allah and Suleiman confirmed. Awad-Allah, Mahmoud Ahmed, and Sharaf (2019) concluded that entrepreneurship standards contribute to training students by using the scientific method to solve the problems facing them, and the criteria governing the concept of entrepreneurship depend on a variety of factors that include innovation, creativity, continuity, flexibility, the ability to adapt, and leadership. Sustainable innovation, the ability to adapt to the transformations in the market, the ability to make the right decisions, and risk management are also important aspects of the ruling on entrepreneurship.

Table No. 2 The ingredients for the social responsibility of educational institutions in promoting and practicing the culture of entrepreneurship among their students

	Statement		Strongl y agree	Agre e	Neutr al	Disagre e	Strongl y Disagre e	Averag e	Deviation	Relative weight "Arrange "
1	I see that some higher education institutions have to follow new ways to support and expand startups.	No .	28	76	45	37	13	0.87	3.23	4
		%	14	38	22.5	18.5	6.5			
2	It is noted that the role of higher education institutions is different in the concept of entrepreneurship.	No .	27	85	40	21	27	0.91	3.3	6
		%	13.5	42.5	20	10.5	13.5			
3	Promote entrepreneurship by inserting curricula and creating specializations	No .	32	70	44	20	36	0.78	3.5	5
		%	16	35	22	10	18			

	for entrepreneurship.									
4	Carrying out rehabilitation programs (courses, workshops) for entrepreneurship for their students and graduates.	No.	32	97	10	24	37	0.84	3.78	2
		%	16	48.5	5	12	18.5			
5	Encouraging and supervising students in pioneering research projects.	No.	40	76	53	24	7	0.92	3.89	1
		%	20	38	26.5	12	3.5			
6	Equip students with the necessary knowledge and innovation in order to enhance the concept of entrepreneurship.	No.	50	80	27	28	14	0.76	3.45	3
		%	25	20	13.5	14	7			

We can find through extrapolation of the data in Table No. 2 the ingredients of social responsibility of educational institutions in promoting and practicing the culture of entrepreneurship among their students. We find that the most important ingredients are based on encouraging students and supervising them in pioneering research projects, with an average of 3.89. In second place with an average of 3.78 was carrying out qualifying programs (courses, workshops) on entrepreneurship for students and graduates, while in third was students being equipped with the necessary knowledge and innovation to enhance the concept of entrepreneurship with an average of 3.45. The diversity in the strategic elements of the social responsibility of educational institutions in supporting the culture of entrepreneurship and its practice in order to support the national economy of Saudi society is clear from the results. These elements include:

- Commitment to sustainable education is facilitated by encouraging educational institutions to develop innovative and sustainable educational programs aimed at enhancing the concept of entrepreneurship and developing students' skills in this field.
- Communication and partnerships, which entail establishing strong partnerships with industry and the local community to provide practical educational opportunities and field work experience for students, enabling them to apply the concepts acquired in the classroom in the context of real work.

- Developing human resources by providing training programs for faculty and school administration to develop their capabilities in the field of entrepreneurship and to participate in developing effective educational programs that enhance this concept.
- Contributing to society by integrating the concept of entrepreneurship in community service through the launch of educational and innovative projects that solve society’s problems and enhance sustainable development.
- Encouraging innovative culture by creating an educational environment that encourages innovation, renewal, and developing spaces and programs to help students to develop their ideas and convert them into active projects.
- Continuous evaluation and improvement can be carried out by conducting a periodic evaluation of programs and activities related to entrepreneurship and analyzing the results to determine and develop strong points based on continuous improvement.

By adopting these measures, educational institutions can enhance and practice entrepreneurship, enabling students to develop innovation, passion, and their skills to meet the challenges of the labor market. This result is consistent with one of the statements that forwarded the theory of organizations as cooperative formats, adaptive social buildings that constitute interactive individuals, sub-groups, and official and informal relations. From this standpoint, the first building block for the concept of entrepreneurship is formed. On the other hand, the entrance to the social capital was concerned with the emergence of some behavioral features such as trust and the exchange of emotions, through which educational institutions can provide a return or revenue that benefits its members.

Table No. 3 Challenges facing educational institutions in support of the business leadership sector

	Statement		Strongl y agree	Agre e	Neutr al	Disagre e	Strongl y Disagre e	Averag e	Deviatio n	Relative weight "Arrange "
1	The lack of scientific research in entrepreneurship is considered an obstacle to its support in universities.	No .	30	74	43	35	17	0.86	3.45	6
		%	15	37	21.5	17.5	8.5			
2	I think the limited university activities are a challenge facing entrepreneurship.	No .	25	87	39	26	23	0.81	3.56	5
		%	12.5	43.5	19.5	13	11.5			

3	I see that weak specializations supporting entrepreneurship hinder the support of this field.	No .	30	74	43	20	33	0.84	3.68	3
		%	15	37	21.5	10	16.5			
4	I feel that the lack of development of courses in proportion to the practical environment hinders the growth of the entrepreneurial sector.	No .	29	100	9	26	36	0.78	3.78	1
		%	14.5	50	4.5	13	18			
5	I see that the lack of encouragement of students in revealing their talents may waste opportunities for the growth of the business leadership sector.	No .	40	78	57	25	6	0.76	3.67	4
		%	20	39	28.5	12.5	3			
6	Not organizing competitive events among students in the field of entrepreneurship develops a love for this field.	No .	45	86	30	25	14	0.87	3.76	2
		%	22.5	43	15	12	7			

It is clear from Table No. 3 that there are challenges facing educational institutions in supporting the business leadership sector, as the vast majority of the sample members agreed that the lack of development of courses in proportion to the practical environment hinders the growth of the entrepreneurial sector. This took first place with an average calculation of 3.78. And this was followed by those who remarked on the failure to develop competitive activities among students in the field of entrepreneurship, with an average of 3.76. Next came those who believed that the weakness in supporting entrepreneurship hinders support of this field with an average of 3.68. It is clear from the results that educational institutions face a number of challenges in supporting and enhancing the entrepreneurial sector. For example:

- **Financial restrictions:** Educational institutions may have difficulty allocating sufficient financial resources to develop entrepreneurship programs and provide financial support to students interested in developing their own projects.
- **Lack of qualified cadres:** There may be difficulty in providing qualified academic cadres experienced in the field of entrepreneurship to teach students and help them develop their entrepreneurial skills.
- **Poor communication with industry:** Educational institutions need to build strong partnerships with industry, particularly startups, to ensure job opportunities and support for students wishing to implement their entrepreneurial projects in real life.
- **Curriculum insufficiency:** Educational institutions may need changes in their curricula to ensure the provision of the knowledge and skills necessary for their students in the field of entrepreneurship and innovation of ideas.
- **Low intake of male and female students:** Attracting both male and female students to participate in entrepreneurship activities can be a challenge, so the appropriate environment must be provided and students supported and encouraged.

Therefore, it is necessary to face these challenges positively and work to find solutions to them in order to improve the entrepreneurial environment in educational institutions. Ashour (2016) confirmed that the most important obstacles revolve around the limited access to opportunities for education, training, and social entrepreneurship experience. This, in turn, leads to low levels of ability in the next generation. Meanwhile, Al-Ramidi (2018) considered that the clear shortcomings in the role of universities in developing the culture of entrepreneurship have a negative impact on students in many ways, including with regard to vision, mission, strategy, leadership, government, resources and infrastructure, education for leadership, university support, financing, and external university relations. Moreover, evaluating entrepreneurship is one of the most important challenges facing institutions and one of many that needs to be confronted. Thamer Mohsen and Bahi Youssef (2020) were interested in highlighting the importance of the support provided by universities and it helping students to reaching senior leadership positions in entrepreneurship business, which results in the progress and prosperity of the individual, society, and the state alike. Attention to personal features such as creativity, risk, and self-confidence in social business leaders featured in the study of Tugba Konakli (2020).

(4) The future vision of educational institutions in strengthening the entrepreneurial sector in Saudi society

The economic development of the Kingdom of Saudi Arabia is one of the main pillars in building society, and it includes many factors, the most important of which is the active role of educational institutions in achieving societal partnership, especially with the private sector, and increasing awareness among members of society of the importance of relying on sources other than oil for income. Saudi Arabia is currently passing through an important stage in its history and is surrounded by many challenges and opportunities in the political, security, social, and economic fields. There are also other development issues that require educational institutions to adapt to the mechanisms of market economics both at local and international levels. The country needs

to strengthen its economic capabilities, to increase productivity and its competitive edge, to improve the standard of living, and create new economic opportunities by establishing reciprocal relations with the private sector. Therefore, the developmental role of educational institutions must expand in scope and capabilities to ensure the fulfillment of these tasks. Such institutions must ensure that graduates are capable of understanding their society and its association with other societies and be capable of facing development problems. Moreover, the essence and mechanisms of the economic and development role of these institutions must be enhanced so that they can provide assistance and advice, based on their scientific capabilities, knowledge and experience, and qualified human resources. Then, their capabilities can be employed in various applied fields by establishing cooperation relations and linking the university to productive units in the fields of industry, agriculture, and the business sector, in addition to service sectors, consumer protection, and third-sector institutions.

The research team believes that strengthening and supporting the entrepreneurial sector by educational institutions must be based on a number of basic pillars, such as:

1. Encouraging a culture of entrepreneurship: By raising awareness and education and seeking to enhance awareness and attention in business incubators in society.
2. Providing financial support and tools: By offering mechanisms and programs that help entrepreneurs to establish and develop their projects while providing the tools and resources necessary to support innovation and training.
3. Developing the legislative and regulatory environment: By simplifying the laws and regulations related to entrepreneurship and providing an encouraging legislative environment for work and investment, cooperating with the relevant authorities to facilitate procedures, and reducing obstacles facing beginners who are starting to operate their projects.
4. Providing technical and consulting support: By providing consulting services and technical support for pioneers working in the field of entrepreneurship and providing them with a directive with the aim of improving the chances of success of their projects and enhancing their sustainability.
5. Enhancing the spirit of cooperation and partnership: By encouraging cooperation and partnership between entrepreneurs, investors, institutions, government agencies, and other interested parties while promoting networks and local societies for entrepreneurship to exchange knowledge and experience.

With this future vision, the research team hopes to achieve sustainable growth and development of the entrepreneurial sector in Saudi society, thus contributing to supporting the economy, creating job opportunities, and improving the quality of life.

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