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RESEARCH ARTICLE

Evaluation Faculty Programs in the Light of Developing Entrepreneurial Skills of students from the perspective of Saudi universities staff

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ABSTRACT

The current study aims to evaluating the faculty Programs of Saudi Arabia universities in the light of the requirements of developing Entrepreneurial Skills of students. To achieve the main aim of the current study, literature and previous studies were analyzed to describe the Entrepreneurial Skills and describe the universities' Programs including the courses, teaching practices and strategies, and evaluation. Also, the instruments were prepared. A questionnaire was prepared including dimensions (Planning learning programs or courses, teaching for developing entrepreneurial skills, student activities, and assessing entrepreneurial skills). The validity and reliability of this tool was measured. The study depends on the descriptive analytical approach, and the study sample consists of (284) members of Tabuk university, which are chosen randomly according to variables (gender, job, specialization, and years of experiences). The tool was applied, and data was analyzed and interpreted. The main results of the study indicated that educational programs of the university incorporated few practices to improve Entrepreneurial Skills. There are no significant differences were found regarding specialization, job, gender, years of experience. recommendations were posing that related to reform the education programs in the light of developing entrepreneurial skills.

INTRODUCTION

Universities are tool of the society in building the capabilities of the students, and developing their personal, academic life and career skills, to qualify them to join work life, active participation in society, and to promote the path of progress according to the national vision 2030 in Saudi Arabia. Universities in higher education emphasize building young people's skills for life in the 21st century. This main aim requires many skills, including productivity, communication, participation, decision-making, digital intelligence, and information literacy. Universities also support students with job skills and build self-capacities for sustainable professional development for career development and changing jobs according to the labor market and available resources.

Entrepreneurship is a contemporary concept at the level of research and the actual reality in universities. Entrepreneurship is related to the production of a new way of thinking and employing it as an executive vision in the practices of institutional management. It was associated with terms like academic leadership, entrepreneurial leadership, social leadership, and technical leadership, and in most of them leadership is linked to the development of a leader who can manage the institution with a different thought from traditional patterns (Johnson& Schanke, 2013). Entrepreneurship as a

scholarly field was defined as seeking to understand how opportunities to bring into existence goods and services are discovered and created. In addition, in the modern economic climate, entrepreneurship, or possessing entrepreneurial spirit, is critical for driving innovation and creating a prosperous Society (Laverty, et.al, 2015).

Entrepreneurship skills are processes of learning and training. Learning is a dynamic process that enables entrepreneurial behavior to be shaped and empowers entrepreneurs to grow. There are a lot of studies that argue that any theory about entrepreneurship needs a theory of learning. There is increasing evidence on the need for creating effective entrepreneurial learning Environments in educational institutes (Lehmann, & Stockinger, 2019., Zamani, & Mohammadi, 2018).

The studies explain the importance of integrating entrepreneurship skills in pre-university education and developing them in university. These skills are related to developing leadership capabilities, capable of creativity, producing new ideas, and associated technical applications, and their effects on new outputs. On the other hand, the faculty members confirm the importance of these skills through training students, academic and administrative leaders on leadership, creativity, and decision-making processes to develop entrepreneurship skills. For example, university members who possess leadership skills are characterized by the abilities to develop innovative academic and administrative environments that produce ideas and encourage communication with society. Also, the university should be in linking leadership and development processes, especially in technology to be related to the digital world. In addition, the member worked to develop the system of scientific research at the university with education and businessmen in one environment to support education in the university and schools. These procedures increase the competitiveness of the university (Shealy, & McCaslan, 2018., Cavanagh, 2013., Bacanak, 2013., Bilén, et.al, 2005).

In addition, the studies stressed the importance of incorporating concepts and skills of entrepreneurship into the decisions and activities of university education in a way that enhances their development among students to build their future capabilities in production and achievement in uncommon, innovative ways. The studies also showed the necessity of using the integrative approach in organizing experiences, curricula and educational activities, with the aim of building entrepreneurial skills for all groups of students within universities (Aranha, dos Santos, & Garcia, 2018).

In addition to the above, programs of university should include the activities and experiences that support the students in developing and measuring entrepreneurial skills. Entrepreneurship skills should be one of the main objectives of academic programs and courses, included in the description of academic content, and a major part of the learning outcomes. Also, the members of universities encourage the students developing these skills through developing teaching strategies, and how to include entrepreneurial skills in curriculum plans, teaching plans, and the transition from traditional programs and treatments to participatory treatments and research and educational projects among students within the university (Nicoleta, 2014., Kucel, et.al, 2016., Goldwasser, Martin, & Harris, 2017).

Finally, according to studies, there are many challenges and difficulties in the processes of developing and measuring entrepreneurial skills among students within universities. This appears in many indicators, including: lack of integration between academic courses within one program, lack of integration between educational programs within the college or university, traditional teaching practices, lack of study of students 'needs in light of developing entrepreneurial skills, difficulty in activating student activities, and scarcity of skills development Voluntary work inside and outside the university, and the difficulty of communication between the university and society (Fargion, Gevorgianiene,& Lievens, 2011., Ali, 2017., Moore, 2018).

2. **LITERATURE REVIEW**

Entrepreneurship is defined by a set of abilities expected to be developed among young people, which are evident in the ability to transform ideas into practical events, and to benefit from elements of the surrounding environment in offering various career alternatives. It is also evident in the creative and productive abilities to start new projects and manage them with a high degree of effectiveness in planning and organization. Entrepreneurship also encourages students to constantly search for new things, whether traditional or technical projects.

Entrepreneurship is related to a set of skills that can be identified and described in (1) basic skills, which include understanding the environment and the economic system and determining career options, (2) entrepreneurship competencies and understanding the problems of employers, (3) creative applications in training on competencies and knowing how to start a new business, (4) Starting a business and defining policies and procedures, (5) Growing through business expansion and solving associated problems. Also, (Leitch &, Hill, Henry, 2005) identified entrepreneurship skills in three main areas, including (1) technological skills, which include the ability to communicate and manage technical and technological businesses, building relationships and networks, the ability to organize, and skills to work in a team, (2) business management skills, which include setting goals, planning, decision-making, accounting, control, negotiation, and marketing the product. (3) Personal skills include control, commitment, risk-taking, leadership and creativity. The current study relied on the following skills in developing entrepreneurship:

- Personal skills: ambition, innovation, responsibility, risk-taking, perseverance, cooperation, self-confidence, and acceptance of ambiguity.
- Administrative skills: planning, team management, time management, decision making, quality, communication and connection.
- Business skills: negotiation, Persuasion, marketing, accounting, and finance.

The process of learning entrepreneurship skills aims to build students capable of assuming professional, social and academic responsibility. It also enhances students with the knowledge, skills, attitudes and values necessary to achieve their professional goals in life. Entrepreneurship skills also prepare students to start their own practical projects. Entrepreneurship skills build entrepreneurial behaviors in students, including: the spirit of adventure, independence, self-learning, continuous professional growth, effective leadership, initiative, research and learning skills, and thinking with a degree of flexibility. Entrepreneurship education also aims to build a strong network of entrepreneurs that contribute to the advancement of society. Entrepreneurship education also contributes to the development of administrative skills among students, including the ability to plan, organize, follow-up, evaluate, decision-making, be sensitive to problems, identify them accurately, and provide alternatives for solving them within various institutions. In the twenty-first century, entrepreneurship contributes to students' participation in digital tasks and activities through technical projects and the introduction of an ICT culture.

The importance of entrepreneurship skills is relative to train students to make professional decisions. It also helps students with multiple career options and supports them with basic skills to create their own projects. Entrepreneurship skills also increase students' confidence levels and develop creativity and problem-solving skills. Students are trained on the competencies required for business management, including teamwork, team management, crisis management, initiative, and calculated risk-taking. Teaching entrepreneurship skills makes learning a functional process with a leader and makes learning environments attractive to students.

On the other hand, entrepreneurship skills education programs start from five basic elements, including: the environment, the economy, entrepreneurs, the enterprise, and entreplexity. Learning entrepreneurship skills requires building effective programs in teaching entrepreneurship skills to young people within universities. As well as training faculty members to include entrepreneurship skills in learning outcomes and educational experiences in academic courses. With the need for integration between educational and community institutions to determine labor market needs and feasible projects.

In addition to the above, university faculty members must promote entrepreneurial behavior practices among students. This is done through the processes of teaching planning, teaching implementation, and teaching evaluation, where faculty members must formulate educational objectives, learning outcomes, and educational activities related to the development of entrepreneurship skills. Faculty members must also rely on teaching strategies based on participatory, interactive, and discussions, with a focus on problem solving, experimentation, and research and educational projects. It is also necessary to continue to evaluate entrepreneurial behavior among university students through familiar and unfamiliar real-life situations (Bauman, A., Lucy, 2021).

2.1 Research Questions

Because of the importance of developing and measuring the Entrepreneurial Skills for Youth (students at universities), the current study attempted to answer the following questions: (1) What is the level of inclusion of Youth from the faculty Members' perspective in Saudi universities in high school curricula?

- What is the level of the teaching practices of Education Programs in the light of Developing Entrepreneurial Skills of Youth from the faculty Members' perspective in Saudi universities?

2.2 Research Objectives

- Determining appropriate Entrepreneurial Skills for students at Saudi universities.
- Assessing the level of inclusion of Entrepreneurial Skills in the learning Programs and their courses at Saudi Arabia universities.
- Assessing the levels of teaching strategies, practices, activities, assessing tools, that related to developing the Entrepreneurial Skills for students at Saudi universities.
- Investigating the differences in the levels of inclusion of q Entrepreneurial Skills in the Education Programs and teaching practices among faculty Members' perspective in Saudi universities that are refer to some variables likes: faculty, job, specialization, educational qualification and number of years of experience.

2.3 Importance of the Study

- Programs and courses planners are provided with a list of Entrepreneurial Skills, to be included in the components of the outcomes, scientific content and educational activities at universities programs and courses.
- Determine the teaching strategies, approaches, activities, tools, references that related to developing and measuring Entrepreneurial Skills of students at Saudi universities.
- It provides a suggested scenario for improving teaching strategies and practices among the faculty Members, which is reflected in the improvement and measurement of Entrepreneurial Skills for students at Saudi universities.
- The current study is joined to the National Vision 2030 AD in the Kingdom of Saudi Arabia in the necessity of improving Entrepreneurial Skills for students at Saudi universities.

3. METHODS

The current study depends on the descriptive analytical approach to achieve the aims of this study. The literature and previous studies were analyzed to determine a list of Entrepreneurial Skills. List of Entrepreneurial Skills expected to be included in the Education Programs in the Kingdom of Saudi Arabia universities. Also, the study depends on content analysis to study the level of inclusion of Entrepreneurial Skills in the elements of the Education Programs. Also, the current study assesses teaching practices among faculty Members' perspective in Saudi universities in the light of their practices related to developing and measured the Entrepreneurial Skills.

3.1 Participants

The Kingdom of Saudi Arabia includes 30 public universities available for all students after secondary schools in considering a lot of standards. The University of Tabuk is one of the public universities. It is an independent university with 18 Colleges. These Colleges are distributed over Tabuk city, and the governorates belonging to the Tabuk region. and many study programs. The University of Tabuk consisted of 1997 faculty members, and it includes 29407 students. The sample of this study consisted of (N = 284) members from the University of Tabuk. The study was implemented in Tabuk University of the Tabuk region at the Kingdom of Saudi Arabia. Table1. shows that the current study's sample was selected randomly. The sample of study represents the original population of the study according to many variables. The study sample is described in Table 1. And, Figures (1-4) describe the current study sample according to a set of variables

Table 1. Description sample of the study.

Specialization		Job		Courses		Experience	
	No.	Type	No.	Type	No.	Type	No.

Scientific	124	Full Prof.	68	Undergraduate	85	Less than 10	54
social science	92	Associate Prof.	102	Postgraduate	52	10-15	94
literary	68	Assistant Prof.	114	All	147	More than 15	136
Total = 284							

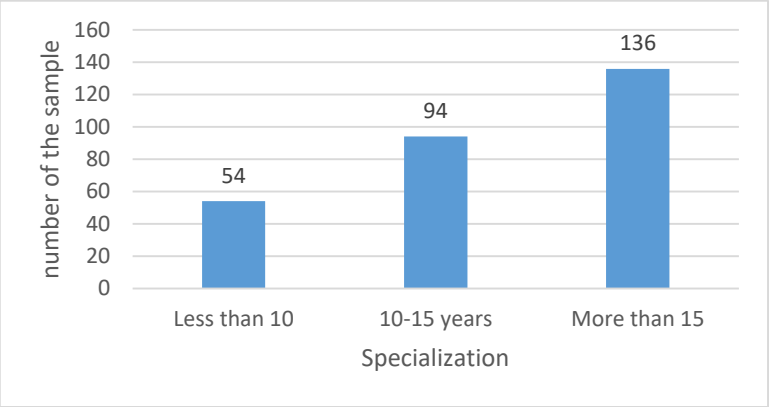

Figure (1). Description sample of the study considering the Specialization variable

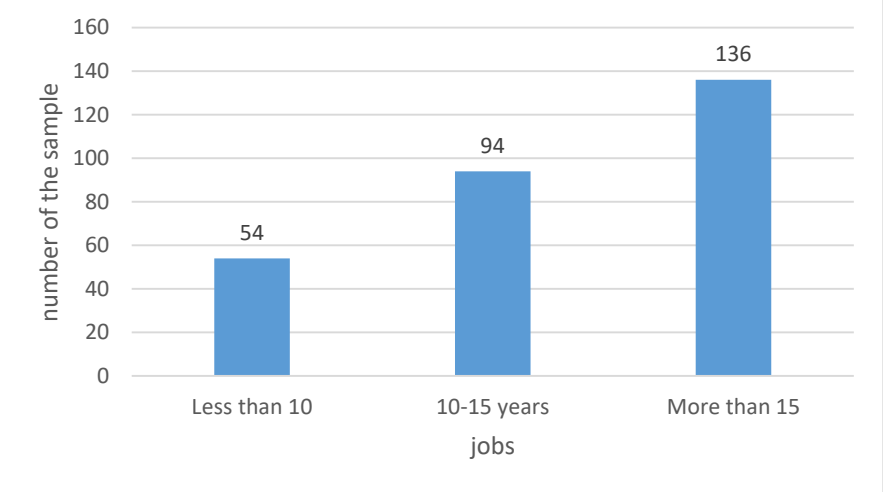

Figure (2). Description sample of the study considering the jobs variable

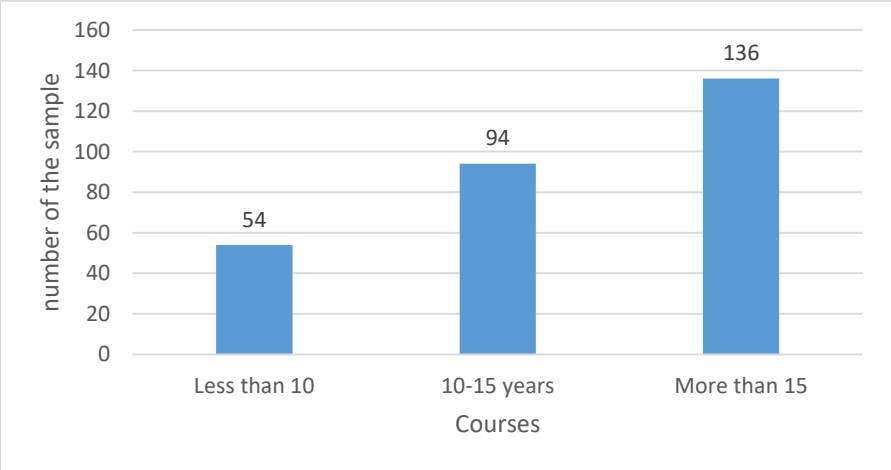

Figure (3). Description sample of the study considering the Courses variable

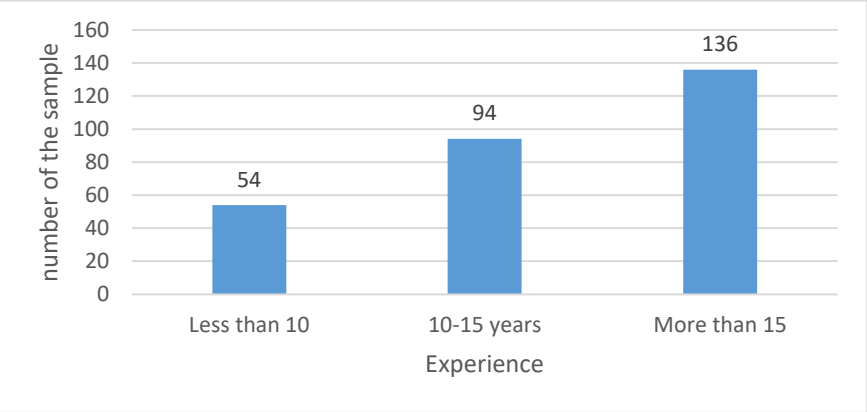

Figure (4). Description sample of the study cons1idering the Experience variable

3.2 Material and Procedures

To answer questions of the current study, the literature and previous studies on entrepreneurial skills were analyzed to determine the variables and prepare a list of (entrepreneurial skills: ES). Also, programs and their courses are reviewed to determine the style of inclusion of these skills into outcomes, teaching practices, activities, assessment, and their indicators. Then, this list of entrepreneurial skills was used to prepare a questionnaire. The questionnaire was used to collect the data from the study sample. The questionnaire included four main strands: (i) Planning learning programs or courses; (ii) teaching for developing entrepreneurial skills; (iii) student activities; and (iv) assessing entrepreneurial skills. Each strand included some standards and indicators. These (4) strands in the scale were employed with the entrepreneurship skills identified in the study. Table 2. shows Description of questionnaire:

Table 2. Description of questionnaire.

No.	Strands	Standards	Numbers of indicators
1	Planning learning programs or courses (S1)	Planning of developing Personal skills (SS1)	8
		Planning of developing administrative skills (SS2)	6
		Planning of developing business skills (SS3)	5
2	teaching for developing entrepreneurial skills (S2)	Teaching for developing Personal skills (SS4)	8
		Teaching for developing administrative skills (SS5)	6
		Teaching for developing business skills (SS6)	5
3	student activities (S3)	Design activates for developing Personal skills (SS7)	8
		Design activates for developing administrative skills (SS8)	6
		Design activates for developing business skills (SS9)	5
4	assessing entrepreneurial skills (S4)	assessing Personal skills (SS10)	8
		assessing administrative skills (SS11)	6
		assessing business skills (SS12)	5
Total	4	12	76

Table 2 shows that each main strand includes 3 standards, each one related to a main entrepreneurship skill. Each main standard is linked to a sub-skill set in entrepreneurship. For example, the first strand measures the extent to which the main skills (the three standards) and the

associated sub-skills (indicators) are included in the practices of planning programs and courses. It is noted that the sub-skills (indicators) are constant across the four main strands or areas, as the current study aims to assess them in each area separately. The current study depends on participants' responses on a 5-point Likert scale. The Likert scale includes five levels of samples response to the questionnaire items, including this scale: strongly disagree (1.0 – 1.8), disagree (1.8 – 2.6), somewhat agree (2.6 – 3.4), agree (3.4–4.2), and strongly agree (4.2 – 5.0). the sample can select the Suitable alternative. to prepare the tool of this study, The researchers communicated electronically with the sample of the study, to clarify the purpose of the study. Also, the members of Tabuk university were able to understand the Technique of responding to the items of the questionnaire. In addition, the questionnaire's instructions were clarified for the sample of this study. The researchers discussed and wrote the items of the tool. These items were related to a set of indicators. Each item of the tool is associated with a sub-skill (indicator) that shows the extent to which it is included in program and course planning, teaching practices, student activities, and evaluation processes. The questionnaire was applied electronically during the first semester of 2021/2022. Data of this study was prepared for statistical processing.

4. RESULTS

To answer the question 'What is the level of inclusion of the entrepreneurship skills in the goals and processes of planning programs and courses for developing these skills among youth of Saudi universities?" the averages and standard deviations were calculated and used to describe the main strands, standards, and indicators included in the entrepreneurship skills measurement instruments according to the Likert scale: very large (4.2–5.0), large (3.4–4.2), medium (2.6–3.4), weak (1.8–2.6), and very weak (1.0–1.8). The following tables show the main results of applying the questionnaire.

Table 3. Standards and indicators of the strand: Planning learning programs or courses

Standards	Indicators	Mean	Standard deviation
Planning of developing Personal skills	including the ambition's concept and its importance to the students and community	3.43	1.07
	Including the innovation as a main aim of the program or course	2.69	0.98
	Introducing educational experiences related to improving responsibility skills of the students.	3.41	0.95
	Including educational experiences to develop risk-taking skills.	2.33	0.84
	Including the value of perseverance in the affective learning outcomes of the program	2.88	0.87
	Posing educational aims and experiences related to cooperation.	3.36	1.13
	Including the educational goals and experiences to develop the acceptance of ambiguity skill.	2.96	1.03
	Include many educational activities to develop self-confidence skills.	3.34	0.85
	Total of standard: Planning of developing Personal skills	3.05	0.81
Planning of developing administrative skills	Including educational experiences and activities related to developing planning skills.	3.50	1.03
	Including educational experiences and activities related to developing team management skills.	3.28	1.08
	Including educational experiences and activities related to developing time management skills.	3.18	1.07
	Posing educational goals and experiences and activities related to decision making skills.	2.50	0.96
	Including the educational goals and experiences related to acceptance of quality of performance skills.	2.60	0.89

Standards	Indicators	Mean	Standard deviation
	Including a lot of educational activities to develop communication and connection skills.	3.59	1.16
	Total of standard: Planning of developing administrative skills	3.11	0.87
Planning of developing business skills	Including educational experiences and activities related to developing negotiation skills.	2.39	0.88
	Including educational experiences and activities related to developing Persuasion skills.	2.56	0.87
	posing educational aims and experiences related to marketing skills.	2.73	0.93
	Including the educational goals and experiences related to developing accounting skills.	2.75	0.98
	Including many educational activities to develop finance skills.	2.29	0.90
	Total of standard: Planning of developing business skills.	2.54	0.82

Table (3) shows that the mean score for the first standard (Planning of developing Personal skills) was moderate in magnitude. In addition, the score for the first indicator *including the ambition's concept and its importance to the students and community* was large, while those for other indicators were moderate in magnitude. In addition, Table (3) shows that the mean of the second standard (Planning of developing administrative skills) was moderate, while the indicator scores varied among small, moderate and large magnitudes. Table 3 shows that the indicator *posing educational goals and experiences related to decision making skills* was ranked last with a small score, indicating the scarcity of practices related to this indicator according to the responses of the study sample. Table (3) shows that the mean of the third standard (Planning of developing business skills) was small, while the indicators scores varied between small and moderate in magnitude. Also, Table 3 shows that the *indicator Include many educational activities to develop finance skills* was ranked last with a small score. This result indicates the need to review universities curricula, programs, and courses considering the requirements of Planning learning programs or courses as one of the standards for entrepreneurship skills. Curricula should focus on developing planning skills among students at universities. Figure (5) compares the means for the standards of the first strand as following:

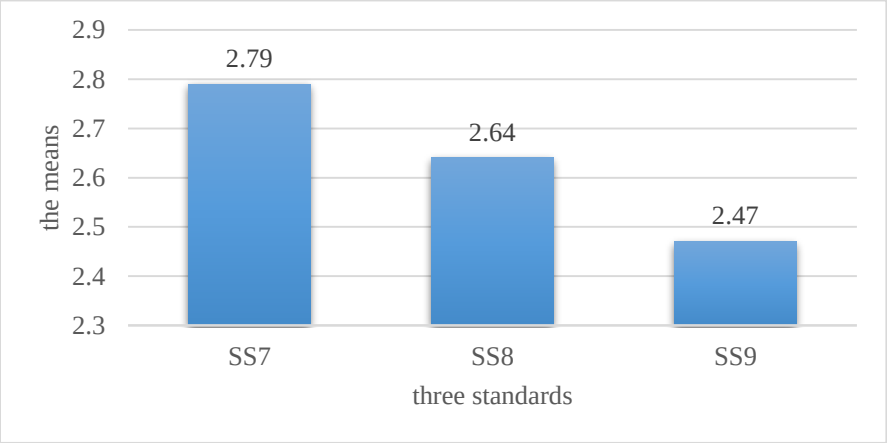

Figure (5) the means of strand (S1): Planning learning programs or courses

Table 4. Standards and indicators of the strand: teaching for developing entrepreneurial skills.

Standards	Indicators	Mean	St. deviation
Teaching for developing	Design activities, experiences, and activities to Introduce and develop the ambition's skills.	3.18	1.17

Standards	Indicators	Mean	St. deviation
Personal skills.	Designing open educational situations to develop innovation skills of the students	2.83	1.06
	Encourage the students to practice taking responsibility during collaborative projects, tasks, and searches.	3.63	1.25
	Training the students on the skill of calculated risk-taking in practical situations	2.33	0.94
	Training the students in the skills of perseverance through clear thinking and learning processes.	2.40	0.86
	Emphasizing the importance of cooperation work/teamwork in completing tasks with a high degree of accuracy.	3.44	1.18
	Training the students to think, work and learn in some styles and forms that require ambiguity.	2.41	0.83
	Providing continuous reinforcement and support the students to build self-confidence.	2.69	1.02
	Total of standard: Teaching for developing Personal skills.	2.86	0.80
Teaching for developing administrative skills.	Training students on the planning skills in real life and practical situations.	3.25	1.14
	Designing collaborative investigative activities to train students in team management skills.	3.51	1.18
	Training students on effective time management skills in real situations	2.89	0.99
	Designing open educational activities to develop decision-making and justification skills of the students.	2.90	0.85
	Including the goals and experiences related to acceptance of quality of performance skills.	2.33	0.87
	Employing real discussions and network discussions among the students to develop communication and connection skills.	3.49	1.20
	Total of standard: Teaching for developing administrative skills.	3.06	0.81
Teaching for developing business skills.	Training students to be more adept at negotiating skills in authentic situations.	2.56	0.88
	Training students to be more adept at Persuasion skills in authentic situations.	2.45	0.94
	Designing educational experiences and activities to develop marketing skills.	2.71	0.93
	Designing educational experiences and activities to develop accounting skills.	2.63	0.87
	Training students to be more adept at finance skills in authentic situations.	2.30	0.85
	Total of standard: Teaching for developing business skills.	2.53	0.84

Table 4. shows the mean score of the fourth standard (*Teaching for developing Personal skills*) was moderate. The scores of the indicators varied among small, moderate, and large in magnitude. Note also that the score of the indicator *Training the students on the skill of calculated risk-taking in practical situations* was small in magnitude and ranked last on the standard level. In addition, Table 4 shows that the mean of the fifth standard (Teaching for developing administrative skills) was moderate in magnitude and the indicators varied between large, moderate, and small in magnitude. Also, table 4 shows that the indicator *Include the educational goals and experiences related to acceptance of quality of performance skills* ranked last, with a low score. Also, Table 4 shows that the mean of the sixth standard (Teaching for developing administrative skills) was small in magnitude and the indicators varied between moderate, and small in magnitude. In addition, table 4 shows that the indicator *training students to be more adept at finance skills in authentic situations* ranked last, with a low score.

This finding indicates a shortcoming in preparing educational activities to build students' skills in entrepreneurial skills. The current finding indicates that the teaching strategies do not promote the development of entrepreneurial skills among university students. Therefore, the curricula, programs and teaching strategies should be reviewed considering the indicators of entrepreneurial skills. In particular, the curricula should focus on training students at university to participate positively in activities that related to entrepreneurial skills (Personal skills, administrative skills and business skills), and to participate in practice these skills continuously. Figure (6) compares the means for the standards of the second strand as following:

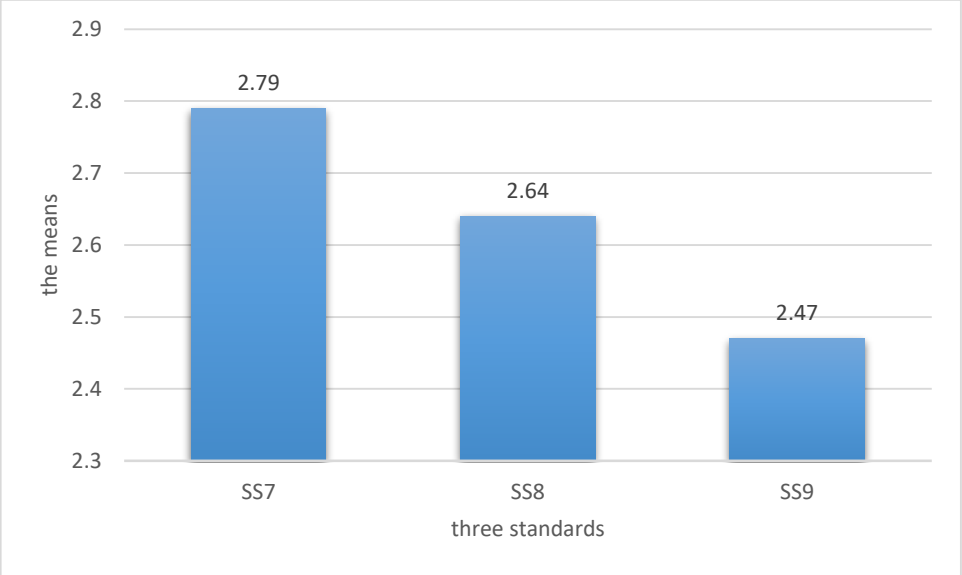

Figure (6) the means of strand (S2): teaching for developing entrepreneurial skills

Table 5. Standards and indicators of the strand: student activities.

Standards	Indicators	Mean	St. deviation
Design activates for developing Personal skills.	Applying learning activities that related to determine students' ambition to meet their needs and inclinations in accordance with their true abilities.	2.55	0.88
	Designing enrichment programs and free activities to build talent, excellence, and develop innovation skills.	2.57	0.79
	Training the students to self-evaluate and plan their own learning courses and programs to support their responsibility for their learning.	2.90	0.98
	Training students to choose and interpret from various alternatives according to calculated risk-taking skills.	2.28	0.85
	Designing some activities, including (thinking like a scientist), to train students to persevere in monitoring problems and solving them through alternatives.	2.39	0.80
	Emphasizing the importance of work cooperation in completing tasks with a high degree of accuracy.	2.94	1.02
	Designing educational tasks, including research projects, to train students to work with ambiguity to solve the unfamiliar.	2.50	0.95

Standards	Indicators	Mean	St. deviation
	encouraging students to participate in various competitions and activities to build self-confidence.	2.67	0.99
	Total of standard: Design activates for developing Personal skills.	2.60	0.77
Design activates for developing administrative skills.	Training students on the planning skills in real life practical situations and activities.	3.50	1.24
	Promote collaborative investigative activities to train students in team management skills.	3.55	1.29
	Training students on effective time management skills in real situations.	3.03	1.03
	Designing open situation/ problems to develop decision-making and justification skills of the students.	2.89	1.02
	Applying the experiences related to acceptance of quality of performance skills.	2.40	0.86
	Using the discussions and network discussions to develop communication and connection skills of the students.	3.15	1.07
	Total of standard: Design activates for developing administrative skills.	3.09	0.83
Design activates for developing business skills	Training students using the activities to be more adept at negotiating skills in authentic situations.	2.52	0.87
	Training students using the activities to be more adept at Persuasion skills in authentic situations.	2.50	0.86
	Applying the experiences and activities to develop marketing skills among students.	2.55	0.92
	Applying the experiences and activities to develop accounting skills among students.	2.70	0.99
	Training students using the activities to be more adept at finance skills in authentic educational situations.	2.29	0.80
	Total of standard: Design activates for developing business skills.	2.51	0.73

Table 5 shows the mean score of the seventh standard (*Design activates for developing Personal skills*.) was moderate. Indicator scores varied between moderate and small in magnitude. Note also that the score was low for the indicator *training students to choose and interpret from various alternatives according to calculated risk-taking skills* is small and ranked last. In addition, Table 5 shows the mean score of the eighth standard (*Design activates for developing administrative skills.*) was of moderate magnitude, and the indicator scores varied between moderate and small in magnitude. Also, table 5 shows that the indicator Include the educational goals and experiences related to acceptance of quality of performance ranked last with a small score. Table (5) shows that the mean of the ninth standard (Design activates for developing business skills) was of moderate magnitude, and the indicator scores varied between moderate and small in magnitude. Table (5) shows that the indicator *training students to be more adept at finance skills in authentic educational situations* ranked last with a small score. The current results indicate that student activities at the university are limited in meeting students' needs in developing entrepreneurship skills. Figure (7) compares the means for the standards of the third strand as following:

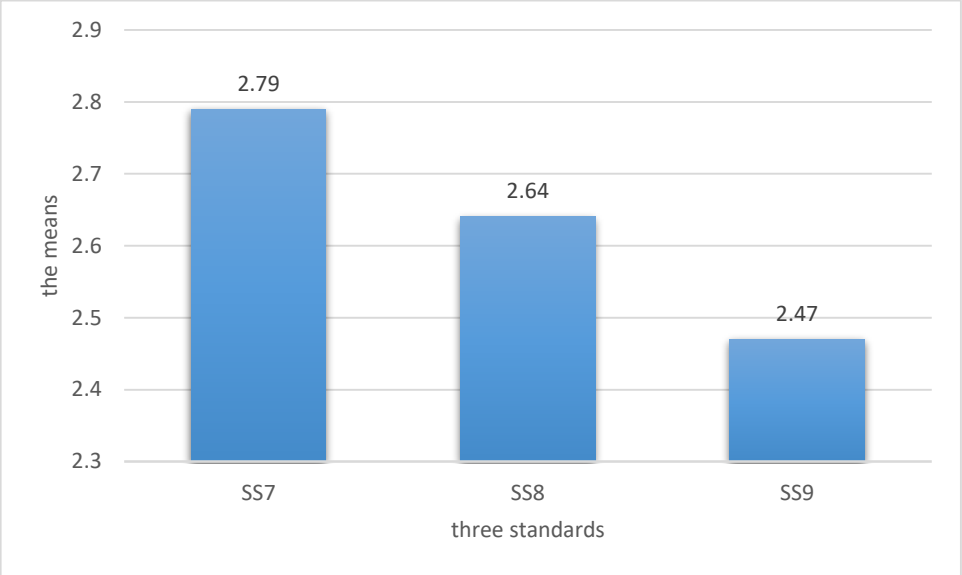

Figure (7) the means of strand (S3): student activities

Table 6. Standards and indicators of the strand: assessing entrepreneurial skills.

Standards	Indicators	Mean	Standard deviation
assessing Personal skills	Assessing students' performance considering their levels of ambition and abilities.	2.81	0.86
	Designing enrichment programs and free activities to build talent, excellence, and develop innovation skills.	2.29	0.88
	Train students to self-evaluate and plan their own learning programs to support their responsibility for their learning.	2.66	0.84
	Assessing students' performance considering their skills in calculated risk-taking skills.	2.26	0.90
	Assessing students' performance considering their skills in persevere skills.	2.25	0.93
	Evaluating students' performance in cooperation and teamwork skills through real tasks.	2.81	1.03
	Designing educational tasks, including research projects, to assess students in work with ambiguity to solve the unfamiliar.	2.75	1.05
	Motivating students to participate in various competitions and student activities to build self-confidence.	2.79	0.99
	Total of standard: assessing Personal skills.	2.58	0.79
assessing administrative skills	Assessing students' performance on the planning skills in practical situations.	2.89	1.12
	Promote collaborative investigative activities to assess students' performance in team management skills.	2.67	1.06
	assessing students on effective time management skills in real situations	2.66	0.97
	Assessing students' performance on decision-making and justification skills.	2.70	0.88
	Assessing students' performance on acceptance of quality of performance skills.	2.21	0.81
	Employing authentic assessment in evaluating students' performance related to communication and connection skills.	2.73	0.94
	Total of standard: assessing administrative skills.	2.64	0.77

Standards	Indicators	Mean	Standard deviation
assessing business skills	Assessing students' performance on negotiating skills.	2.29	0.79
	Employing authentic assessment in evaluating students' performance related to Persuasion skills.	2.24	0.82
	Employing authentic assessment in evaluating students' performance related to marketing skills.	2.69	0.96
	Assessing students' performance on accounting skills.	2.55	0.91
	Assessing students' performance on finance skills.	2.56	0.83
	Total of standard: assessing business skills.	2.47	0.75

Table 6 shows that the mean score of the tenth standard (assessing Personal skills) was small. The indicator scores varied between moderate and low in magnitude. Note that the score of the indicator *Assessing students' performance considering their skills in persevere skills* was low and ranked last among the standards. Table 6 also shows that the mean score of the eleventh standard (assessing administrative skills) was moderate, while the indicator scores varied in magnitude between moderate and small. Also, table (6) shows that Assessing *students' performance on acceptance of quality of performance skills* ranked last, with a low score. In addition, Table (6) also shows that the mean score of the twelfth standard (assessing business skills) was small, while the indicator scores varied in magnitude between moderate and small. Also, table 6 shows that the indicator *Training students to be more adept at Persuasion skills in authentic educational situation* ranked last, with a low score. The results of the current study indicate that the university's evaluation and follow-up programs are weak and difficult to employ in developing and measuring students' entrepreneurship skills. Moreover, the university's assessment programs are still linked to learning assessment in traditional ways and methods. Developing entrepreneurship skills requires employing the assessment approach for learning to allow students to carry out real assessment tasks, including projects, assignments, presentations, etc. Figure (8) compares the means for the standards of the fourth strand as following:

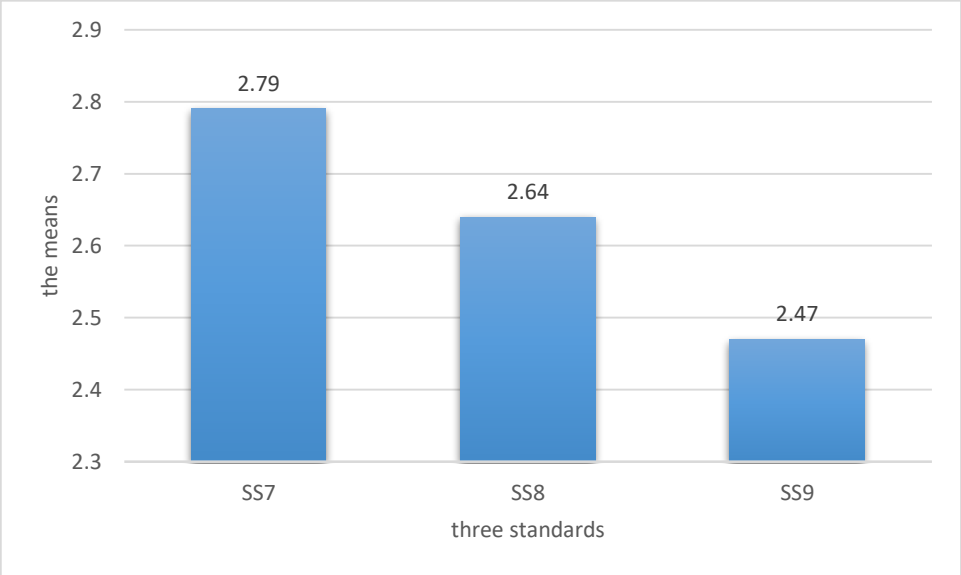

Figure (8) the means of strand (S4): assessing entrepreneurial skills

Table 7. Strands and standards of Entrepreneurial Skills.

No.	Strands	Standards	Mean	Standard deviation
1		Planning of developing Personal skills (SS1)	3.05	0.81

No.	Strands	Standards	Mean	Standard deviation
	Planning learning programs or courses (S1)	Planning of developing administrative skills (SS2)	3.11	0.87
		Planning of developing business skills (SS3)	2.54	0.82
Total of the strand (1): Planning learning programs or courses (S1)			2.89	0.78
2	teaching for developing entrepreneurial skills (S2)	Teaching for developing Personal skills (SS4)	2.86	0.80
		Teaching for developing administrative skills (SS5)	3.06	0.81
		Teaching for developing business skills (SS6)	2.53	0.84
Total of the strand (2): teaching for developing entrepreneurial skills (S2)			2.82	0.75
3	student activities (S3)	Design activates for developing Personal skills (SS7)	2.60	0.77
		Design activates for developing administrative skills (SS8)	3.09	0.83
		Design activates for developing business skills (SS9)	2.51	0.73
Total of the strand (3): student activities (S3)			2.73	0.71
4	assessing entrepreneurial skills (S4)	assessing Personal skills (SS10)	2.79	0.99
		assessing administrative skills (SS11)	2.64	0.77
		assessing business skills (SS12)	2.47	0.75
Total of the strand (4): assessing entrepreneurial skills (S4)			2.63	0.69
Total of Entrepreneurial Skills			2.77	0.64

Table 7 shows that the mean scores of the strands and standards of Entrepreneurial Skills were generally moderate. Additionally, the values of the means of the four strands varied between (2.63-2.89) with small or moderate. Table 7 also shows that the mean score of the strand (1): Planning learning programs or courses was large, while the scores of the strand (4): assessing entrepreneurial skills were moderate, with last ranked. Also, table7 shows that the scores of most standards were moderate. The mean score of the standard *Planning of developing administrative skills (SS2*) was large, while the mean score of the standard *assessing business skills (SS12)* was small, with the last ranked. Figure (9) compares the means for the fourth strands as following:

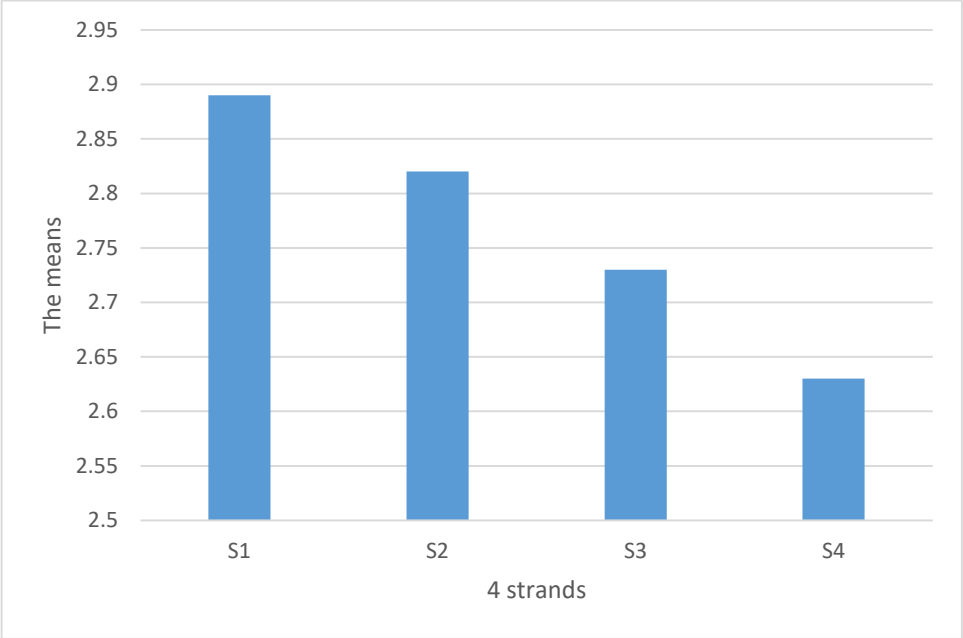

Figure (8) the means of fourth strands

To answer the question "Are there differences among the respondents based on the Specialization, Title of job, Courses, and years of experience?" comparison among gropes was done using one way ANOVA (Table 8).

Table 8. One way ANOVA of study variables.

Variables	variance	Sum of Squares	df.	Mean Square	F	Sig.
Specialization	Between Groups	0.202	2	0.101	0.783	0.488
	Within Groups	36.201	281	0.129		
	Total	36.403	283			
Title of job	Between Groups	.014	2	0.007	0.057	0.941
	Within Groups	34.508	281	0.123		
	Total	34.522	283			
Courses	Between Groups	0.188	2	0.094	0.752	0.493
	Within Groups	35.200	281	0.125		
	Total	35.388	283			
years of experience	Between Groups	0.032	2	0.016	0.119	.7539I
	Within Groups	37.550	281	0.134		
	Total	37.582	283			

Table (8) shows that there are no statistically significant differences between the study groups due to variables: Specialization, Title of job, Courses, and years of experience. This finding indicates the means were generally similar between groups for each variable; no comparisons were statistically significant in terms of variables. The results of the current study also indicate great agreement among the study sample regarding the results related to the reality of university programs and their relationship to developing entrepreneurship skills among its students.

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