

# Promoting entrepreneurial culture for sustainable development in Emirati society

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**Abstract:** This study aimed to explore university students' awareness levels about entrepreneurship's role in promoting entrepreneurship in acquiring social and economic balance within Emirati society. A descriptive-analytical method was used, with data gathered from 365 participants through a questionnaire. The findings revealed that university students demonstrated a strong awareness of the impact of entrepreneurship on achieving entrepreneurship in acquiring social and economic balance equilibrium in the UAE. In particular, students from Ajman University expressed highly positive views on the entrepreneurship in fostering this balance. Additionally, the results showed no significant statistical differences in awareness levels based on gender or academic year. However, there were notable differences between students in scientific and humanities colleges, with the significance level below 0.05. The study recommends supporting students in launching entrepreneurial initiatives that contribute to entrepreneurship in acquiring social and economic development. Moreover, efforts should be made to eliminate barriers that hinder the understanding and practice of entrepreneurship.

**Keywords:** entrepreneurship; sustainable development; United Arab Emirates; economic development; social well-being

## 1. Introduction

In recent times, leadership has emerged as a crucial factor in driving entrepreneurship in acquiring social and economic influence across various nations. Projects that provide tangible benefits to individuals and society rely heavily on intellectual foundations rooted in innovation. Therefore, leadership and entrepreneurship are essential in moving from imitation to innovation, with a focus on quality over quantity in entrepreneurial ventures (Hardie et al., 2020). As governments and institutions strive for sustainable development, focusing on economic stability, security, growth, and prosperity, entrepreneurship plays a significant role in development across all sectors. This highlights the need for adopting scientific methods of entrepreneurship within a strategic and institutional framework at both the local and global levels. States must emphasize entrepreneurship to foster and support exceptional individuals who can become future entrepreneurs, launching innovative ventures and promoting developmental behavior within society (Mukhtar et al., 2021). This approach narrows the gap between knowledge and application while reinforcing professional responsibility. Communities and institutions must work together to rethink systems, ensuring that entrepreneurship becomes a cultural norm embraced by

individuals, institutions, and society as a whole. Governments must prioritize preparing the youth in a balanced and thoughtful manner, ensuring they can positively contribute to societal development by channeling their energy and free time into activities that benefit both themselves and the wider community (Kumilachew Aga and Singh, 2022). Institutions that focus on entrepreneurship serve as the foundation for sustainable development and economic stability, laying the groundwork for the expansion of the entrepreneurship sector. Therefore, the development of entrepreneurial programs is vital for driving economic progress, particularly in industries that encourage innovation (Otache et al., 2021). Entrepreneurship is not just about modernization or using creative ideas to launch new products or services; it also involves achieving economic efficiency by establishing new business ventures that add economic value through effective resource management and distinctive capabilities, whether by introducing new services or by innovating in economic and administrative activities (Wardana et al., 2020). Consequently, entrepreneurship-focused institutions form the bedrock of sustainable development and economic stability, enabling the growth of the entrepreneurship sector. Thus, nurturing entrepreneurial programs is essential for driving economic development, especially in industrial sectors where innovation thrives (Handayati et al., 2020). Entrepreneurship goes beyond mere development; it extends to fostering economic efficiency through the creation of new business ventures, adding value to the economy through skillful resource management and exceptional competence in launching new services or advancing economic and administrative functions (Prince et al., 2021). Leadership fosters empowerment within communities, particularly among individuals and institutions. The world's progress is not coincidental but rather the result of the accumulation of entrepreneurial ideas that have profoundly influenced both the entrepreneurship in acquiring social and economic realms. Several countries have demonstrated leadership models in entrepreneurship, contributing to their growth and making them attractive destinations for investment by companies and institutions. Entrepreneurship has gained global importance due to its pivotal role in social and economic development and its ability to engage various groups (Adeosun et al., 2022; Piterou and Birch, 2014), especially young people, in economic activities by motivating them to start their projects (Atrup et al., 2023). The rise of entrepreneurship was driven by the inability of different sectors to absorb the growing number of young workers, exacerbating unemployment among graduates and compelling them to explore alternative employment opportunities (Atrup et al., 2023). Many countries have adopted entrepreneurship as a solution for generating new businesses, promoting an environment of self-employment, and sustainable job prospects for the youth, while opening avenues for creativity and innovation (Colombelli et al., 2022). Entrepreneurial ventures meet society's diverse needs, particularly in social and economic domains, standing out due to their intellectual foundations built on innovation and development (Marinaş et al., 2018; Parveen and Mirza, 2012; Renganathan et al., 2012). Many countries have adopted entrepreneurship as a solution for generating businesses, fostering self-employment, and creating sustainable jobs, while also encouraging creativity and innovation (Prince et al., 2021). Entrepreneurial projects meet the needs of society across various sectors, most notably social and economic ones. These projects, based on intellectual foundations of development and

innovation, transform entrepreneurial ideas into realities that help achieve social and economic equilibrium while also addressing individual needs (Frese and Gielnik, 2024). Consequently, states should promote a culture of entrepreneurship, recognizing its essential role in social and economic progress. From an economic perspective, entrepreneurship contributes to job creation, market stimulation, and improved productivity. Socially, it empowers individuals, fostering a culture of creativity and innovation. A primary objective of economic development is to strengthen human resources by increasing productivity, acquiring knowledge, and honing skills and experience (Bawica, 2021; Donkoh et al., 2015). This also involves nurturing the creative and entrepreneurial abilities of young people. As universities play a critical role in shaping the future workforce, they should support and promote entrepreneurial mindsets while addressing any negative stereotypes associated with specific occupations. It is essential for universities to equip students with the necessary skills and a strong work ethic, fostering a sense of initiative, creativity, and innovation (Audretsch and Moog, 2021).

The problem addressed in this study stems from the challenges institutions face today. To overcome these challenges, creativity and innovation are crucial. This topic holds great significance in contemporary society, particularly in fostering institutional loyalty and scientifically addressing problems. In other words, this study aims to highlight the challenges faced by university students in their pursuit of entrepreneurship, particularly in relation to age, gender, and the type of academic discipline they are enrolled in (Jeljeli et al., 2022). Despite the growing recognition of entrepreneurship as a crucial driver of economic growth and innovation, many students encounter significant impediments that hinder their entrepreneurial aspirations.

There is a considerable lack of clarity around the specific obstacles that students face, which include limited access to resources, inadequate mentorship, and a curriculum that may not adequately support entrepreneurial skill development. Also, issues related to social balance (Lackeus, 2020; Saoula et al., 2023), such as the underrepresentation of women in entrepreneurship and the differences in entrepreneurial intentions between students in scientific versus non-scientific disciplines, remain inadequately addressed in current academic discourse. It is also essential for decision-makers, especially when there is a gap between desired and actual performance. This gap highlights the need for unique ideas to correct mistakes and drive improvements in higher education institutions (Audretsch and Moog, 2021). The study aims to evaluate university students' awareness of the entrepreneurship in achieving social and economic balance. It also seeks to determine whether there are statistically significant differences in students' awareness based on variables such as gender, academic year, and the distinction between scientific and humanities colleges in UAE society (Audretsch and Moog, 2021; Tokhirovna and Khasanovich, 2024). The study aims to assess university students' understanding of how entrepreneurship contributes to social and economic balance. It also explores whether there are significant differences in students' awareness based on factors such as gender, academic year, and whether they belong to science or humanities colleges in UAE society. From the perspective of university students, the entrepreneurship in achieving social and economic balance, as well as the barriers that prevent this balance, leading

to student frustration, is examined. Previous studies on entrepreneurship have not fully addressed this issue, prompting the need for this study to answer the following questions:

RQ1: How aware are university students of the role entrepreneurship plays in achieving economic balance?

RQ2: How aware are university students of the role entrepreneurship plays in achieving social balance?

RQ3: Are there any significant differences at the 0.05 level in university students' awareness of entrepreneurship's role in social and economic balance in UAE society, and whether they are in science or humanities colleges?

## **2. Review of literature**

### **2.1. Theoretical framework**

Entrepreneurship is the process of introducing innovation or managing novel concepts within a field, frequently involving unconventional ideas that address market needs (Lailatussaadah et al., 2023; Mihail, 2006; Okay and ahin, 2010). It encompasses identifying opportunities, taking risks, and generating value through creative approaches (Colombelli et al., 2022). The term originated in the French language during the 16th century, initially referring to risk-taking and resilience. By the 18th century, entrepreneurship became associated with economic activities, and by the 19th century, a clear distinction was made between entrepreneurs and capital owners. Entrepreneurs, even without their own financial resources, found ways to innovate by securing external funding, leading projects, and assuming leadership roles (Mei et al., 2020).

Scholars like Lackéus (2020) have broadly defined entrepreneurship as self-employment, involving risk-taking and the organization of production factors to meet market demands. Joseph Schumpeter and Frank Knight further expanded this concept to include innovation and the use of new strategies for capitalizing on business opportunities. Leadership in entrepreneurship involves several critical dimensions (Torres and Godinho, 2022). Creativity and innovation are crucial for recognizing opportunities and contributing to organizational success. A sense of exclusivity and independence fosters a desire to work autonomously, while initiation and proactivity allow entrepreneurs to foresee future demands and take advantage of unseen opportunities. Entrepreneurs rely on calculated risk-taking to act despite uncertainty, and their ability to differentiate and compete enables their institutions to stand out in the marketplace (Franzke et al., 2022).

Recognizing the entrepreneurship in economic upheaval, its influence has expanded significantly across institutions, and it is now seen as a powerful force shaping economies (Audretsch and Moog, 2021; Sansone et al., 2021; Tokhirovna and Khasanovich, 2024). Governments, universities, and societies actively promote entrepreneurial thinking. Entrepreneurs are viewed as individuals possessing the management skills needed to transform new ideas into successful innovations, which contributes to industrial progress and sustainable economic growth (Surie and Groen, 2017). Historically, entrepreneurship has been influenced by various economic schools, beginning with French economist Cantillon in 1734. In the 21st century,

creativity has become a prominent focus in entrepreneurship, emphasizing the creation of new projects by entrepreneurial individuals. This requires leaders to manage change in unpredictable environments, utilizing skills, experience, and significant capital investments to seize opportunities and mitigate risks (Tokhirovna and Khasanovich, 2024).

Globally, entrepreneurship is a catalyst for innovation, economic advancement, and cultural change, with economies increasingly relying on self-employment. This theoretical framework aligns with the study's objectives, exploring entrepreneurship's role in achieving social and economic balance (Mei et al., 2020).

## **2.2. Entrepreneurial culture**

Entrepreneurial culture is an environment that promotes and encourages entrepreneurial traits such as risk-taking, innovation, and creativity. It is often seen as a contrast to more bureaucratic or administrative structures within organizations (Piterou and Birch, 2014). Research has linked entrepreneurial culture with improved organizational performance, as it is considered a crucial element in achieving business success. For a company to effectively pursue an entrepreneurial strategy, it needs to adopt an entrepreneurial culture that focuses on seeking opportunities and competitive advantages (Torres and Godinho, 2022). The concept of entrepreneurial culture stems from combining two terms: "entrepreneurial" and "culture." Understanding these terms helps clarify the meaning of entrepreneurial culture. Being entrepreneurial refers to the specific style or approach entrepreneurs use in their work, which can be demonstrated regardless of the organizational setting. On the other hand, culture is described as the shared attributes, values, beliefs, and behaviours passed down within a society or group (Adeosun et al., 2022).

Entrepreneurial culture, therefore, is the collective display of entrepreneurial traits, values, and behaviours within a society, distinguishing those individuals from others. Promoting such a culture requires policy measures aimed at encouraging the development of these attributes and mindsets in individuals (Marinaş et al., 2018; Parveen and Mirza, 2012; Renganathan et al., 2012). When individuals are nurtured with entrepreneurial characteristics, they are more likely to act entrepreneurially in both established organizations and other areas of their lives. This cultural distinction encourages a mindset that differentiates one group of individuals from another, fostering entrepreneurial actions across various contexts (Sansone et al., 2021). However, more research is needed into how entrepreneurial culture manifests within firms and the degree to which different firms embody these characteristics. While the role of entrepreneurship in driving economic growth is widely acknowledged, the importance of education and training in cultivating future entrepreneurs and enhancing the capabilities of existing ones is also recognized as essential for business development (Lv et al., 2021).

The concept of "culture" is multifaceted and is often defined in various ways. In its simplest form, culture refers to the collective behaviours, values, and thought patterns that distinguish one group of people from another. It is commonly linked to group identity, with culture often described as the "collective programming of the mind" that differentiates members of one group from those of another. Culture

includes shared values, norms, and behaviours that define societies or smaller social units. These cultural characteristics are shaped by the collective environment and experiences, meaning individuals are part of multiple social groups, each contributing to their unique cultural programming (Kraus et al., 2023).

Culture is learned through both conscious and unconscious processes, and it differs from human nature and individual personality traits. It is transmitted through socialization, making it resistant to change in the short term. Cultural traits tend to evolve slowly over time, which means that political programs or societal efforts can only influence cultural shifts in the long run (Cardella et al., 2020). In recent years, research has increasingly focused on attitudes toward entrepreneurship and its role in business creation. Unlike other cultural or personality traits, attitudes towards entrepreneurship are more fluid and can change over time based on environmental factors. The decision to start a business is influenced by various elements, such as professional background, education, personality traits, and the social and regional environment. While individual factors are significant, they do not fully explain why some individuals pursue self-employment while others prefer traditional employment (Vladasel et al., 2021).

Entrepreneurship culture plays a pivotal role in shaping economic activities. It influences attitudes toward work, risk-taking, and consumption and affects how economic activities are organized and how effective institutions are. Additionally, entrepreneurship culture fosters the creation of social networks and trust within communities, which can be crucial for business success. This study focuses on how entrepreneurship culture specifically impacts start-up activities, exploring how cultural values shape entrepreneurial attitudes (Nhuta and Mukumba, 2017). Culture influences people's willingness to engage in entrepreneurial ventures, and these attitudes, in turn, affect their decisions to start a business. This relationship between culture and entrepreneurship is evident at both the individual and societal levels.

On an individual level, cultural factors rooted in entrepreneurship culture can lead to positive attitudes toward starting a business, motivating individuals to take the leap into self-employment (Nhuta and Mukumba, 2017). Theories from Schumpeter and McClelland highlight the direct link between positive entrepreneurial attitudes and business creation. On a societal level, the overall entrepreneurship culture in a region or society can either encourage or discourage entrepreneurial activity. Societies that embrace and support entrepreneurship foster environments where individuals are more likely to pursue self-employment. In contrast, in societies where entrepreneurship is undervalued or stigmatized, individuals may avoid entrepreneurial ventures despite having no personal objections. Positive entrepreneurship cultures, like those seen in innovation hubs such as Silicon Valley, provide fertile ground for the growth of start-ups. Families that cultivate entrepreneurial mindsets by encouraging risk-taking and the pursuit of self-employment also contribute to the development of future entrepreneurs. Thus, the connection between culture and entrepreneurship is dynamic and operates across multiple levels (Núñez and Morales-Alonso, 2024).

### **2.3. Entrepreneurship from the social and economic perspectives**

The progress of any nation is driven by people with pioneering, visionary ideas rather than just money or technology (Kraus et al., 2023; Ratten, 2020). Entrepreneurs play a key role in social and economic development by increasing productivity, creating new job prospects, and diversifying industries. They drive economic progress by restructuring businesses, developing new markets, and expanding competitiveness. Entrepreneurship is critical for SMEs to withstand competition (Cardella et al., 2021). Entrepreneurs recognize opportunities, manage risks, and use unconventional strategies to attain profitability and growth. Without entrepreneurial leadership, most SMEs face challenges in surviving and expanding. The goals of entrepreneurship extend beyond individual success. It promotes self-employment, promotes industrial growth in rural areas, encourages using local materials, and helps facilitate the migration of skilled workers by creating opportunities within local economies (Nhuta and Mukumba, 2017). Entrepreneurship manifests in two ways: externally, by establishing new organizations, and internally, through innovation within existing organizations. Internal entrepreneurship is important for companies to adapt to changes and stay competitive in the global market. Entrepreneurship is crucial in developing nations, where it contributes to industrial growth, but it also represents a promising path for economic development in developing nations. Entrepreneurial projects stimulate economic growth by decreasing unemployment and opening up new markets, while also contributing to the gross national product (GNP) and increasing national income (Canestrino et al., 2020). Entrepreneurship brings about changes in social and economic structures, leading to a redistribution of wealth as more individuals participate in the entrepreneurial process. This dynamic process requires entrepreneurs to leverage creativity, innovation, and risk-taking to capitalize on prospects and mitigate threats. Entrepreneurs themselves are characterized by their passion for their work, focus on consumer needs, and stability in the face of challenges. Successful entrepreneurs use innovative business strategies, build strong teams, and seek financial backing to bring their ideas to market (Méndez-Picazo et al., 2021). Their leadership in launching new projects usually contrasts with traditional management approaches, as entrepreneurs are willing to take more risks and pursue distinctive opportunities. The motivations behind entrepreneurship include the desire for self-reliance, the drive to implement new ideas, and the pursuit of financial rewards. Finally, entrepreneurship serves to long-term economic development by providing jobs, encouraging innovation, and fostering competitiveness. Entrepreneurs' ability to transform creative ideas into successful ventures makes them essential drivers of economic growth and social progress (Mohtar, 2015). The study on the formation of entrepreneurial culture among students by Marinaş et al. (2018) aimed to explore how higher educational institutions can develop an entrepreneurial mindset. Researchers focused on the concept of the "entrepreneurial university" and examined various trends and forms of entrepreneurial culture within these institutions. They surveyed a leading university in Kazakhstan to assess students' opinions on the business environment and the overall entrepreneurial culture.

Another study by Piterou and Birch (2014) focused on the role of universities in fostering youth entrepreneurship and aiding graduates in entering self-employment.

The research highlighted the significance of preparing students for a rapidly changing job market by engaging them in entrepreneurial activities. The findings underscored the necessity for universities to create supportive environments that encourage entrepreneurship and facilitate the development of necessary skills for future entrepreneurs.

A study conducted in Tunisia by Adeosun et al. (2022) evaluated the impact of an entrepreneurship education program introduced through curricular reform. This program provided students with business training and coaching to help them create business plans. The results indicated a slight increase in self-employment among graduates, although overall employment rates remained stable. Despite mixed effects on personal traits and entrepreneurial characteristics, the program did succeed in raising graduates' aspirations for their future careers. Another study by Ezeani (2021) aimed to identify the perceived barriers to employment and entrepreneurship among educated youths in Nigeria, particularly focusing on university degree holders and MBA students. It sought to understand the disconnect between educational outcomes and the realities of the job market, as well as the youth's expectations and the support systems available to them. The results showed that while a university degree was considered a minimum requirement for employability, respondents did not view formal education as essential for securing jobs. Key obstacles to entrepreneurship included ineffective leadership and a perceived lack of support for young entrepreneurs. Besides, the study revealed unrealistic salary expectations and a limited understanding of entrepreneurial opportunities among respondents, emphasizing the need for better alignment between education and market demands.

#### **2.4. Empirical studies on entrepreneurship among university level students in MENA region**

Several studies in the MENA region have emphasized importance of entrepreneurship education and developing skills and awareness among university students. For instance, Otache et al. (2021) examined how universities contribute to enabling students' entrepreneurial skills. Using a mixed-methods design, the research combined a quantitative survey with expert interviews to assess universities' efforts. Surveying 550 students out of a population of 16,224, the study found that universities contributed significantly to developing entrepreneurial skills, with an average rating of 72.79%. In another study, Karaki (2013) compared the efforts of two Palestinian universities, Islamic University and Al-Azhar University—in promoting entrepreneurship. They employed a descriptive-analytical approach, gathering data from 160 continuing education students. The findings showed that the Islamic University placed a stronger emphasis on fostering creativity, innovation, and entrepreneurial culture, whereas Al-Azhar University was less focused on these areas. Lailatussaadah et al. (2023) explored strategies for introducing entrepreneurship in the preparatory year at the Islamic University of Madinah, drawing comparisons with universities in countries such as Germany, France, U.S., Malaysia, and Singapore. His research indicated that many of these universities offer both compulsory and optional entrepreneurship programs, encourage innovative projects, and organize exhibitions. He also highlighted the importance of entrepreneurial centres and incubators in



equipping students with the skills to pursue entrepreneurial ventures. In Lebanon, Dabbous and Boustani (2023) examined the role of technological entrepreneurship in driving social and economic development. Their study found that technological entrepreneurship is a crucial factor in advancing emerging economies, with China leveraging this strategy to boost economic growth. Expansion of tech-based enterprises led to increases in production, exports, employment, and tax revenues, highlighting the importance of technological entrepreneurship in enhancing innovation and international trade. Awad and Salameh (2023) studied entrepreneurial skills among university students in Palestine, surveying 592 students using a questionnaire that covered 65 entrepreneurial skills. This research showed that Omani students possessed medium-to-high level of entrepreneurial skills, reflecting university's efforts in facilitating such competencies among its students.

Similarly, a study by Elnadi and Gheith (2021) investigated the impact of students' perceptions of the entrepreneurial ecosystem on their entrepreneurial intentions, focusing on the mediating role of entrepreneurial self-efficacy and the moderating effect of gender among undergraduate business students in Saudi Arabia. The results of utilizing data from an online questionnaire with 259 respondents and employing partial least squares structural equation modelling (PLS-SEM) indicate that perceptions of the entrepreneurial ecosystem significantly influence entrepreneurial intentions, both directly and indirectly, through self-efficacy. The findings also reveal notable gender differences in how self-efficacy affects entrepreneurial intentions, highlighting policymakers' need to create an inclusive entrepreneurial ecosystem that considers these variations. The study by and Benouadni and Cati (2020) examined the role of education and training on the entrepreneurial mindset among adults in MENA countries, specifically looking at factors such as self-efficacy, fear of failure, and perceived opportunities. Analyzing data from the Global Entrepreneurship Monitor (GEM), which includes 157,340 respondents from 17 MENA countries, the study finds that training more substantially influences shaping the entrepreneurial mindset than formal education, with later-life training being particularly impactful. Besides, a positive correlation is established between national entrepreneurial culture and the entrepreneurial mindset within the region, suggesting that cultural factors also play a crucial role in fostering entrepreneurship.

In their study, Sabra and Shreth (2021) explored the nexus between entrepreneurship and economic growth in selected MENA countries, focusing on the bidirectional relationship that influences both sectors. Utilizing panel data from eight MENA countries from 2003 to 2019 and applying dynamic panel data system analysis, the findings reveal a positive association between entrepreneurship and economic growth, indicating that entrepreneurship catalyzes economic development. The study emphasizes the importance of removing macroeconomic barriers to entrepreneurship and recommends investing in human capital and infrastructure to foster an entrepreneurial-friendly environment conducive to innovative activities and sustainable economic growth.

Sabra and Shreth (2021) also evaluated the impact of a social enterprise education program on the enterprising characteristics of students in the United Arab Emirates. Employing a pre-and post-survey method with 180 undergraduate students, the study utilizes independent-sample t-tests to assess improvements in enterprising

characteristics overall and by gender. The findings demonstrate significant enhancements in students' enterprising traits, with female students showing greater overall improvement than their male counterparts. Notably, the study reveals differences in specific characteristics, such as risk-taking, which exhibited varying levels of enhancement based on gender, indicating the necessity for tailored educational programs that address both male and female students' unique needs in promoting entrepreneurship.

### 3. Research methods

This research utilises a descriptive-analytical approach for data gathering and analysis. The primary goal of this approach is to provide baseline information about the phenomenon under study to gain insights (Crowe et al., 2011). The research population consists of university students in the UAE, with the sample further refined to meet the study's criteria. According to data from Ajman University (2023), a total of 5582 students were enrolled during the 2022–2023 academic year. From this population, 365 students participated in the study by responding to an electronic questionnaire. To ensure the sample was representative of university students, we applied specific selection criteria within Ajman University. Participants were required to be current undergraduate students who had completed at least one year of study, as this would provide them with sufficient exposure to the university's initiatives related to entrepreneurship. We also aimed for balanced demographic representation across variables such as gender, academic year, and college affiliation (science vs. humanities) to strengthen the generalizability of the findings within the context of Ajman University.

**Table 1.** Distribution of sample characteristics.

Variable	Category	N	%
Gender	Men	204	56
	Women	161	44
Academic level	1st level	27	7
	2nd level	150	41
	3rd level	113	31
	4th level	55	15
	5th level	20	6
College	Humanities	226	62
	Science	139	38

Notably, this study focused exclusively on Ajman University students. We aimed to capture an in-depth perspective of students' awareness of entrepreneurship's role in social and economic balance within one academic environment by selecting participants from a single institution. While this may limit the generalizability of results to students in other UAE institutions, it provides detailed insights into the specific university culture and resources available at Ajman University. The characteristics of the study sample are described based on key variables. As shown in **Table 1**, the gender distribution was relatively balanced, with 56% of respondents

being male and 44% female. Regarding academic levels, third-year students accounted for the largest percentage of the sample at 31%, while fifth-year students represented the smallest group at 3%. In terms of college affiliation, 62% of the participants were from humanities colleges, and 38% were from scientific colleges.

### 3.1. Data gathering instrument

Using an electronic survey format may raise certain limitations, i.e., restricting participation to students who are comfortable with and have access to digital devices. This dependence on digital access may exclude some demographic segments, potentially skewing results toward students with regular access to technology. Also, electronic surveys can introduce response biases, as participants might not fully engage with questions or may exhibit social desirability bias when answering sensitive questions about awareness. To mitigate these issues, we designed the survey to be user-friendly and accessible on multiple devices (e.g., smartphones and laptops), and we stressed anonymity to reduce social desirability bias. These steps aimed to promote honest and thoughtful responses across the sample. Thus, the survey included seventy-six questions, which were categorized into two primary areas. The first area examined how entrepreneurship contributes to economic balance, with twelve questions dedicated to this aspect. The second area analysed the entrepreneurship in promoting social balance, consisting of ten questions. Participants were asked to respond using a five-point Likert scale, where 1 represented strong disagreement, and five represented strong agreement. This scale allowed for a refined interpretation of the responses in the analysis.

**Table 2** degree of awareness among university students about entrepreneurship's in achieving social balance and economic in Emirati society.

**Table 2.** The degree of awareness among university students about entrepreneurship's in achieving social balance and economic in Emirati society.

Sr.	Standard	Modified range
1	low score	(1–2.33)
2	average score	(2.34–3.66)
3	High score	(3.67–5)

### 3.2. Instrument reliability and validity

Developing the questionnaire for this study involved a comprehensive and systematic approach to ensure its validity and reliability. The study adopted and adapted survey items and scales from previously conducted studies, which provided a robust foundation based on established instruments relevant to the research objectives. This strategy ensured the items' relevance and incorporated findings from prior research, enhancing the study's credibility. The instrument development process began with an extensive literature review to identify appropriate scales validated in previous studies. Through this review, the researchers selected items that addressed key constructs related to entrepreneurship and its influence on economic and social balance. Modifications were made to these items to reflect better the cultural and contextual nuances of the target population, ensuring their appropriateness for the

current study. A group of three experts was consulted to affirm the validity of the adapted questionnaire, following the recommendations of Taherdoos (2016). These specialists reviewed the questionnaire items, suggested necessary deletions or modifications, and proposed new items to enhance the tool’s relevance to the study’s objectives. The feedback received from these experts was instrumental in establishing strong content validity for the instrument.

Furthermore, the reliability of the questionnaire was rigorously assessed through a pilot testing phase involving 35 respondents. The Cronbach’s alpha values obtained from this pilot testing were used to evaluate the instrument’s reliability, with results demonstrating that the reliability coefficients for all sections of the questionnaire exceeded the minimum acceptable threshold of 0.7, as established by existing literature (Bonett and Wright, 2015; Dikko, 2016). Specifically, the reliability analysis revealed a Cronbach’s alpha of 0.920 for the section on entrepreneurship in obtaining economic balance and 0.935 for the section on entrepreneurship in obtaining social balance, resulting in an overall reliability coefficient of 0.928. Hence, the current study developed its instrument by adopting and adapting existing survey items, engaging in a rigorous validation process with expert feedback, and confirming the instrument’s reliability through pilot testing. The comprehensive approach to instrument development ensures that the questionnaire is a valid and reliable tool for gathering data relevant to the research context. **Table 3** represents the results of pilot testing.

**Table 3.** Reliability analysis of the data gathering instrument.

Field	Cronbach Alpha	Threshold Value
Entrepreneurship in obtaining economic balance	0.920	
Entrepreneurship in obtaining social balance	0.935	> 0.7
Total	0.928	

### 3.3. Data analysis methods

This research used descriptive and inferential approaches for data analysis, as suggested by (Jerome et al., 2010). Descriptive statistics, such as the mean and standard deviation, were used to describe responses from the sample. To assess the questionnaire’s internal consistency and structural validity, Pearson Correlation Coefficient was used (Halunga et al., 2017; Nakagawa et al., 2018). An independent samples t-test was conducted to identify statistically significant differences between two independent sets of data. Additionally, a one-way analysis of variance (ANOVA) was performed to determine any statistically significant differences among data groups. Notably, ANOVA is a statistical method used to assess whether there are significant differences between the averages of three or more independent groups. It is a powerful and flexible tool, especially when comparing multiple groups or categories. One-way ANOVA helps determine if the means of the groups under study differ significantly based on the independent variable.

## 4. Analysis and discussion

The first question of the study analysed students’ opinions at Ajman University, UAE, regarding entrepreneurship in acquiring economic balance. Responses were

evaluated using scale of agreement, with “strongly agree” representing the highest level. The means and standard deviations were calculated, and the responses were ranked from most to least important. Based on the modified range shown in **Table 3**, the answers were classified as high, medium, or low. **Table 4** presents the results of the analysis of the responses related to the 2nd dimension of the study, which focuses on entrepreneurship in acquiring economic balance.

**Table 4.** Students’ awareness about entrepreneurship in economic balance.

Sr.	Paragraph	Mean	SD	Degree of Agreement	Rank
1	The process of obtaining financial support for a startup without significant obstacles.	3.33	1.173	Medium	12
2	Finding a viable and competitive entrepreneurial project idea is straightforward.	3.79	1.219	Maximum	5
3	Reaching target customers for the startup’s products at minimal costs is easily achievable.	3.68	0.917	Maximum	9
4	Securing a license for my entrepreneurial venture without incurring high fees and taxes is manageable.	3.71	0.891	Maximum	7
5	The entrepreneurial venture generates sufficient income for me while allowing me to maintain a regular job.	3.61	1.013	Medium	11
6	My university provides an incubator to support the development of my entrepreneurial project.	3.70	0.683	Maximum	8
7	I can market my products on social media platforms without incurring significant costs.	3.72	0.937	Maximum	6
8	My products hold a competitive advantage that is difficult for other market players to replicate.	3.62	1.094	Medium	10
9	Access to raw materials is available if my entrepreneurial project is focused on handicrafts.	3.95	0.565	Maximum	4
10	The necessary electronic equipment is provided if my entrepreneurial project revolves around digital innovation.	4.04	0.662	Maximum	2
11	The project benefits from a supportive environment if it is focused on training or education.	3.99	0.695	Maximum	3
12	Adequate financial resources and skilled personnel are available if required by my entrepreneurial project.	4.10	0.816	Maximum	1
overall index		3.07	0.760	Maximum	Maximum

The table illustrates the responses of students in the UAE regarding their understanding of the entrepreneurship in acquiring economic balance (See **Table 5**). The results reflect the UAE’s exceptional environment for fostering and regulating entrepreneurship, offering a comprehensive framework to support and accelerate the growth of entrepreneurial ventures. Government agencies have actively introduced initiatives and programs to make these ventures key contributors to the country’s economic growth, particularly by boosting GDP (Alvarez and Barney, 2020). The entrepreneurial landscape in the UAE has benefited significantly from various federal decisions, including permitting full foreign ownership of companies, granting golden visas to entrepreneurs, and providing numerous other incentives (Diandra and Azmy, 2020). This has led to responses ranging from medium to high levels of agreement. The lowest average response was related to “the ease of obtaining financial support for an entrepreneurial project without obstacles,” with a mean score of 3.33.

Conversely, the highest response pertained to “providing material resources for qualified personnel if required for the entrepreneurial project,” with a mean of 4.10.

The students’ responses suggest a strong belief that entrepreneurship offers more income opportunities than traditional jobs. They also emphasized key factors essential for entrepreneurial success in achieving economic balance, such as having a university incubator, using social media for marketing, accessing raw materials, securing electronic devices for digital initiatives, and providing a supportive environment for training or education-related projects. These findings align with the UAE’s ongoing efforts to encourage university students to embark on entrepreneurial ventures by providing resources and support. The results are consistent with previous (Kuckertz et al., 2020; Mehmood et al., 2020; Smith et al., 2021).

**Table 5.** University students’ awareness of how entrepreneurship contributes to social balance reflects their understanding of its role in improving societal well-being and equity.

Sr.	Paragraph	Mean	SD	Degree of Agreement	Rank
1	My entrepreneurial project helps enhance social welfare	4.11	0.737	Maximum	6
2	The local community embraces my business idea from a cultural perspective.	4.08	0.660	Maximum	9
3	My project adds economic value to the local community.	4.20	0.713	Maximum	1
4	My work utilizes skilled workers from the local area.	4.13	0.739	Maximum	4
5	My business provides job opportunities for unemployed community members.	4.12	0.889	Maximum	5
6	My business concept can be applied beyond my local social environment	4.15	0.790	Maximum	3
7	I believe the likelihood of my business succeeding within my community is very high	4.09	0.765	Maximum	8
8	It is easy to implement a business project in residential areas	4.10	0.825	Maximum	7
9	My business venture reduces the need for people to migrate to other regions.	4.03	0.861	Maximum	10
10	My business contributes to increasing employment opportunities for women in the community	4.17	0.638	Maximum	2
	overall index	4.12	0.607		

The second question explored how students at Ajman University in the UAE perceive the entrepreneurship in promoting social balance. The responses were ranked by importance using the mean and standard deviation, with scores categorized as high, medium, or low based on the study’s modified range (**Table 3**). **Table 6** provides an analysis of students’ responses regarding the 3rd dimension of the study. The item with the lowest average score was “My entrepreneurial project limits population migration to other regions,” with a mean of 4.03, while the highest was “The entrepreneurial project is an economic addition to the local community,” with a mean of 4.20. These findings suggest that students believe entrepreneurship significantly contributes to the local community by providing skilled labour, creating job opportunities, and reducing migration.

Also, these ventures help increase women’s employment in the community. Positive effect of entrepreneurship on university students and local communities in the UAE is supported by state efforts to promote such initiatives. Specialized free zones have played a vital role in laying a strong foundation for entrepreneurship, ensuring broad access within Emirati society. The Ministry of Economy is focused on enhancing social balance and economic prosperity by expanding the entrepreneurial

sector’s contribution to the national economy and doubling the number of organizations in the coming years (Jeljeli et al., 2023). The “Fifty Economy Plan,” which outlines the UAE’s economic vision from 2021 to 2030, emphasizes fostering entrepreneurship and SMEs. The plan aims to nurture a trend of entrepreneurship in future generations, positioning the UAE as hub for innovation and technology-driven entrepreneurship (Kuckertz et al., 2020; Smith et al., 2021). This initiative is part of the broader “Year of Preparation for the Fifty-Year” strategy, national action plan, designed to prepare UAE for the next fifty years at both federal and local levels.

The third question analyzed whether there are any potential statistically significant differences, at the 0.05 significance level, in the average responses concerning the entrepreneurship in acquiring social and economic balance in the UAE, based on variables such as gender, academic year, and college.

Thus, in examining the results, the lack of significant gender-based differences in students’ awareness of entrepreneurship’s role in social and economic balance indicates that male and female students at Ajman University perceive the significance of entrepreneurship similarly. This uniformity might suggest that the university’s entrepreneurial education and activities are accessible and appealing to all students, regardless of gender. The similar scores between male and female respondents in both economic and social dimensions could reflect a broad, inclusive approach within the university’s curriculum or extracurricular programs, possibly fostering an environment where both genders feel equally encouraged to engage with entrepreneurship. This result is consistent with the growing body of literature (Aadland and Aaboen, 2020; Dabbous and Boustani, 2023; Lackeus, 2020; Mihail, 2006) that entrepreneurship is a universal driver of social and economic development, transcending traditional gender boundaries, particularly in a context like the UAE, where economic diversification and youth empowerment are national priorities.

Furthermore, the absence of gender-related differences provides insights into the general attitudes of Emirati youth toward entrepreneurship. It indicates a generational shift where young people, irrespective of gender, see entrepreneurship as a viable career path and a means to contribute to societal balance. This lack of variance also implies that educational initiatives aimed at fostering entrepreneurial mindsets could benefit from focusing less on gender distinctions and more on universally appealing strategies. By targeting factors, i.e., innovation, creativity, and leadership, educational programs might continue to strengthen students’ entrepreneurial interests across demographics (Jeljeli et al., 2022, 2023), making entrepreneurship an inclusive field for all university students. Designing educational strategies in this way could maximize engagement and align well with national objectives for economic growth and social cohesion.

**Table 6.** Differences in respondents’ views on entrepreneurship in acquiring social and economic balance in UAE society, based on gender.

Field	Male		Female		t-value	Significance level	Result
	Mean	S.D.	Mean	S.D.			
Entrepreneurship in acquiring economic balance	3.76	0.639	3.78	0.692	-0.365	0.283	No significant differences
Entrepreneurship in acquiring social balance	4.08	0.637	4.17	0.575	-1.370	0.904	No significant differences

The study used an Independent Samples *T*-Test to examine whether there are statistically significant differences with the 0.05 significance level between the average responses on entrepreneurship in acquiring social and economic balance in UAE, based on type of college (Science or Humanities). The results are shown in **Table 7**.

**Table 7.** Mean, standard deviation, and t values for differences in the sample’s responses about entrepreneurship in acquiring social and economic balance in the UAE society due to the college variable.

Field	Humanities		Science		t-value	Significance level	Result
	Mean	S.D.	Mean	S.D.			
Entrepreneurship in acquiring economic balance	3.84	0.619	3.69	0.707	2.199	0.001	Significant difference
Entrepreneurship in acquiring social balance	4.11	0.594	4.14	0.623	-0.406	0.157	Significant differences

Results represented in **Table 7** reveal significant differences in entrepreneurship in acquiring economic balance between science and humanities colleges, with the significance level being less than 0.05. However, there were no significant differences in student attitudes toward entrepreneurship’s role in achieving social balance across these two college types. These findings align with the study by (Sansone et al., 2021). Also, to address whether there are statistically significant differences at 0.05 significance level concerning entrepreneurship’s role in the economic balance based on the academic year, a One-Way Analysis of Variance (ANOVA) was conducted, with results presented in **Table 8**.

**Table 8.** Univariate analysis of mean performance of study sample in areas of entrepreneurship in acquiring entrepreneurship in acquiring social and economic balance in UAE based on school year.

The field	Source of contrast	Sum of squares	DF	Mean squares	F-value	Significance	Result
Entrepreneurship in acquiring economic balance	Between groups	1.052	4	0.263	0.519	0.669	Significant
	Within groups'	160.127	360	0.445			
	Total	161.179	364				
Entrepreneurship in acquiring social balance	Between groups	2.877	4	0.719	1.971	0.098	Significant
	Within groups'	131.382	360	0.365			
	Total	134.259	364				

The findings reveal significant differences between students from science and humanities colleges about entrepreneurship’s role in attaining economic balance but no notable differences in attitudes toward its role in social balance. This indicates that science students, due to their curriculum’s focus on practical, technology-driven solutions, view entrepreneurship as a direct path to economic stability. On the other hand, humanities students may engage with entrepreneurship from a broader, socially focused perspective (Dabbous and Boustani, 2023). The fact that both groups, however, perceive entrepreneurship’s role in social balance similarly could indicate a shared understanding of entrepreneurship as a means to address societal needs and challenges. This consistency is due to UAE’s strategic focus on social development and community welfare, reflected in educational programs across disciplines, supporting



the notion that entrepreneurship contributes to collective social good, regardless of students' academic backgrounds.

When examining differences based on the academic year, no statistically significant differences were found regarding perceptions of entrepreneurship's economic and social roles. This consistency across academic levels could imply that students are exposed to similar foundational ideas about entrepreneurship early on, leading to a stable perception as they progress through their studies. From an educational perspective, this finding may suggest the potential benefit of introducing more advanced, year-specific entrepreneurial content that builds on these foundational attitudes, gradually evolving students' understanding and approach to entrepreneurship in social and economic contexts (Alshurideh et al., 2022). Designing educational strategies in this way could help refine and deepen entrepreneurial attitudes as students progress academically, ensuring that they are prepared for diverse, real-world challenges and opportunities in the entrepreneurial landscape.

It is notable that age did not emerge as a significant factor. This outcome suggests that age alone may not correlate with individuals' understanding or awareness of these concepts in the context of entrepreneurship (Aadland and Aaboen, 2020). It is possible that as individuals grow older, their experiences and interactions within their educational and professional environments become more influential than their age per se. Consequently, personal experiences, exposure to entrepreneurial practices, and engagement with the entrepreneurial ecosystem could play a more critical role in shaping social and economic balance awareness than age.

In contrast, the findings indicate that years of study and the type of college attended significantly influence social and economic balance awareness. This significance can be attributed to the varying levels of education and exposure that students receive depending on their academic journeys. For instance, students with more years of study may have greater opportunities to engage with concepts related to entrepreneurship and its implications for social and economic balance. They are likely to participate in a broader range of courses, projects, and discussions that foster deeper understanding and critical thinking about these topics.

Additionally, the type of college attended can impact the quality of education and the emphasis placed on entrepreneurial education. Institutions prioritizing entrepreneurship may provide students with resources, networking opportunities, and a curriculum to enhance their understanding of the relationship between entrepreneurship and societal impact (Janissenova et al., 2021). Students from such institutions are likely to be more aware of how entrepreneurial activities contribute to economic stability and social development, thus reinforcing the significant relationship observed in this study.

These findings highlight the importance of educational context in shaping awareness of social and economic balance among students. It suggests that initiatives aimed at enhancing entrepreneurial education should focus on increasing years of study and the quality and nature of the educational experience provided by different types of colleges. Policymakers and educators should consider these factors when designing programs that aim to foster entrepreneurial mindsets and promote awareness of entrepreneurship's broader social and economic implications (Marinaş et al., 2018). Addressing these educational dimensions may improve students' awareness and

understanding of social and economic balance, ultimately leading to more effective entrepreneurial practices that contribute positively to society.

Thus, in 2020, UAE ranked fourth globally in Global Entrepreneurship Index, demonstrating the country's commitment to enhancing its entrepreneurial sector and improving its global competitiveness (Aadland and Aaboen, 2020). The Ministry of Economy is actively working to enhance the business environment to better support SMEs, a critical pillar of the national economy. The UAE's efforts were further recognized when it ranked first globally in the 2022 Global Entrepreneurship Index, surpassing its previous rank of fourth. This achievement was highlighted during Expo 2020 Dubai, where the UAE received the highest overall score of 6.8 and topped the world rankings for its supportive entrepreneurial environment (Hamdan, 2019). Furthermore, a study by Arruti and Paños-Castro (2020) analyzed the UAE's entrepreneurial model, emphasizing the country's success in integrating artificial intelligence into smart entrepreneurship (Alshurideh et al., 2022; Cai et al., 2021; Lubada et al., 2021; Uvarova et al., 2021). The study highlighted how AI systems have played a crucial role in promoting youth-driven entrepreneurial projects (Lackéus, 2020; Saoula et al., 2023).

Thus, this research revealed that Entrepreneurship education is crucial in equipping young people to navigate the challenges of an increasingly complex global economy. As globalization and rapid technological advancements reshape the business landscape, individuals need innovative entrepreneurial skills and mindsets to remain competitive (Donkoh et al., 2015; Piterou and Birch, 2014). Therefore, integrating entrepreneurship into the education curriculum is essential to ensure that students not only grasp theoretical concepts but also develop the practical abilities necessary to adapt to the evolving global business environment. Entrepreneurship education is not solely focused on creating entrepreneurs but also on preparing individuals to embrace change, overcome challenges, and drive innovation in a globalized economy.

The current global economy is marked by constant change and uncertainty. While globalization presents new opportunities through economic connections and cross-border collaborations, it also demands that individuals be prepared to adapt and innovate. In this context, the younger generation plays a critical role, as they will shape the future of the global economy. Thus, it is vital to provide them with the knowledge, skills, and insights needed to navigate the complexities of the global market, seize emerging opportunities, and respond effectively to the uncertainties of a rapidly shifting economic landscape (Aadland and Aaboen, 2020; Dabbous and Boustani, 2023).

Entrepreneurship is a key driver of economic growth, with the potential to transform societies and stimulate economic progress. Those with entrepreneurial skills can not only identify innovative opportunities but also turn them into reality, creating jobs and supporting sustainable economic development. Entrepreneurship education is instrumental in providing individuals with the knowledge and skills needed to meet the demands of the dynamic global economy (Arruti and Paños-Castro, 2020). By investing in entrepreneurship education, societies not only accelerate economic growth but also cultivate individuals who can navigate the complexities of the global market and become agents of positive change, helping to shape a competitive and inclusive economic future.

Innovation and creativity are essential in differentiating and succeeding in the global marketplace. A comprehensive approach to entrepreneurship education goes beyond teaching conventional business skills, emphasizing the development of critical, creative, and innovative thinking. Entrepreneurship education focuses on nurturing the ability to identify opportunities amidst change, respond to market dynamics with the courage to innovate and create solutions to complex global economic challenges. By encouraging creative potential, entrepreneurship education strengthens business foundations and enables young entrepreneurs to generate new ideas, drive positive change, and become key players in the global competition (Cai et al., 2021).

Countries that prioritize entrepreneurship education tend to exhibit higher levels of economic competitiveness. By fostering a younger generation with both business acumen and an entrepreneurial spirit, a country ensures its workforce is well-prepared to compete in the global economy (García-González and Ramírez-Montoya, 2021). Entrepreneurship education is not just about teaching business management but also about encouraging proactive, innovative, and creative attitudes. By cultivating an entrepreneurial mindset, countries unlock the potential for new opportunities, increased productivity, and sustainable economic growth. Thus, investing in entrepreneurship education not only enhances a nation's competitiveness but also positively impacts economic growth and the overall well-being of society (Alshebami et al., 2020).

## **5. Recommendations**

Based on the study findings, this research proposing some practical recommendations for the entrepreneurship awareness and development among the students on higher educational levels. 1st, it is crucial to take a multifaceted approach that supports students in their entrepreneurial projects to effectively promote entrepreneurship in acquiring social and economic balance development while achieving a sustainable balance between these two essential aspects. By providing comprehensive assistance for students undertaking or differential projects, students can get help creating initiatives that not only contribute to their own growth but also positively impact their communities and the economy at large. It is imperative to identify and overcome any obstacles that impede the understanding and practice of entrepreneurships, and these barriers can stifle innovation and limit the potential for growth.

Based on the study's results regarding age and gender, inclusivity and targeted support can be enhanced within university entrepreneurship programs. First, the results imply that younger students may benefit from introductory courses that build foundational entrepreneurial skills early in their academic journey. Offering workshops and seminars on basic business concepts for first- and second-year students could nurture an interest in entrepreneurship across a broader age range. As students' progress, these programs can be developed to include more advanced topics like venture scaling, finance management, and networking with industry professionals, creating a pathway that supports entrepreneurial growth from entry-level to advanced stages.

Concerning gender, the study suggests that female students face unique challenges or hold different motivations toward entrepreneurship compared to male students. To address these differences, universities could introduce mentorship and networking opportunities specifically designed to encourage female participation in entrepreneurship. Initiatives such as female-led incubators, peer support groups, and events featuring successful female entrepreneurs can offer role models and build a sense of community. These targeted programs could help reduce any gender-related barriers and promote a more diverse entrepreneurial environment.

Similarly, creating partnerships with organizations that support women in business could provide additional resources and exposure. Universities could also consider fostering a culture of inclusivity by encouraging all students, regardless of gender, to engage in cross-gender mentorship and teamwork. This approach would promote diverse perspectives within entrepreneurial projects, helping students build collaborative skills that reflect the real-world business environment. Finally, entrepreneurship courses and events could integrate discussions about gender equity in business, raising awareness about existing challenges and inspiring all students to advocate for inclusive practices in their entrepreneurial ventures. This emphasis on equity and support across age and gender demographics would help create a more inclusive, supportive, and robust entrepreneurial ecosystem within universities.

## **6. Conclusion**

Findings from this research highlight crucial significance of entrepreneurship awareness among students at Ajman University, highlighting its role in promoting economic balance and social development. Recognizing the significance of entrepreneurship in today's rapidly changing economic environment is important for students, as it prepares them with the mindset and skills necessary to handle challenges and acquire opportunities, this awareness not only promotes individual growth but also contributes to the broader economic development of AES entrepreneurial projects act as an engine for innovation and job creation. Besides, this study shows that entrepreneurship plays a critical role in improving social welfare within communities. Students can engage in projects not only generate income but also address local needs, provide employment opportunities, and promote social cohesion by promoting a culture of entrepreneurship. This energy between economic growth and social development is crucial, as it ensures the benefits of entrepreneurship extend beyond mere profit, contributing to a more balanced and inclusive society. To effectively harness the potential for entrepreneurship, it is crucial to implement clear strategies that cultivate an entrepreneurial culture within educational institutions, these strategies focus on providing students with the necessary resources, support system, and mentorship opportunities to promote their entrepreneurial ambitions. Finally, it is concluded that promoting entrepreneurship is necessary for the betterment of Emirati society. As the UAE continues to position itself as a global hub for innovation and entrepreneurship, nurturing a generation of entrepreneur-minded individuals is crucial. The UAE can ensure a sustainable economic future while simultaneously addressing social challenges by instilling our robust entrepreneurial spirit among students, improving a harmonious and prosperous society for all.

## Study limitations

This study has some primary limitations that can be addressed by future researchers. First, this research only involves a descriptive analytical approach, which limits its methodological scope. Future researchers can adopt other different approaches, i.e., mixed methods, to gain in-depth insights. The second limitation involves the absence of theoretical support. Prospective researchers can conduct their studies based on existing theoretical ground, particularly on sustainable development and digitalization to delimit this scope. Finally, the third limitation involves focusing only on university students as the main study population. Future research can focus on myriad populations, i.e., Gen Z, College students, and others, as their target population to gain robust insights.

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