

Fostering Success: Investigating the Relationship between Business_Acumen_Skills, Entrepreneurial Qualities, Managerial Skills, and Their Influence on College Dean Performance in Advancing University Performance

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Abstract— This research paper explores the significant positive relationships between business acumen skills, entrepreneurial qualities, managerial skills, and the performance of college deans in improving university outcomes. By understanding these dynamics, we aim to foster success in higher education. The main objective is to assess how business acumen skills, entrepreneurial qualities, and managerial skills impact a dean's effectiveness in enhancing university profitability, leadership, and governance. The dataset comprises 31 attributes and 167 instances. The partial least squares structural equation modeling (PLS-SEM) and a descriptive analytical framework were used to implement the proposed conceptual framework. The results indicated by H1 revealed no significant effect of college deans on university performance through business acumen skills ($B=0.071$, $t=1.415$, $p=0.157$). The results indicated by H2 revealed a significant indirect effect of college deans on university performance through entrepreneurial qualities ($B=0.206$, $t=3.873$, $p=0.000$). The results indicated by H3 revealed no significant effect of college deans on university performance through managerial skills ($B=0.071$, $t=0.231$, $p=0.818$). The findings indicate that the correlation between college dean abilities and university performance is moderated by entrepreneurial characteristics, meaning that a high level of entrepreneurial qualities reduces the strength of the positive link between the two.

Index Terms— Business Acumen Skills, Entrepreneurial Qualities, Managerial Skills, College Dean Performance, Advancing University Performance

I. INTRODUCTION

In many countries, [1] including the Sultanate of Oman, private universities cater to a relatively small percentage of students compared to their public counterparts.[2] This disparity poses a significant challenge and could potentially lead to future financial problems for private institutions. [3] [4] One contributing factor is the high level of scholarships provided by ministries of education, covering 80% to 100% of tuition fees for citizens studying at public universities, making the cost difference negligible. Another factor is the maturation of the educational market.[5] The entrepreneurial mindset of university administrators is changing as more and more private schools create their own curricula, improve their student experiences, and put sound financial plans in place. [6] These colleges are becoming increasingly adaptable and sensitive to the demands of stakeholders in the business, parents, and students .[7] [8] A more structured approach to the educational industry, a rise in professional standards, and the establishment of reliable partnerships are indicators that the market is about to undergo a qualitative leap. Determining the market and comprehending these patterns are essential for strategic management decision-making. A few colleges have already started to foster an analytical culture and use market research as a basis for critical decision-making. This suggests a move away from intuition alone and toward a more developed market that uses sophisticated instruments. The entrepreneurial culture among university owners is evolving, with private institutions increasingly developing their own educational products, enhancing customer service, and implementing robust financial models.

This suggests that the market is becoming more developed and dependent on sophisticated instruments rather than just gut feeling. A drop in parental confidence in private education is one possible challenge to this encouraging growth trend, but [9] .There are large knowledge gaps and student disenchantment as a result of many private institutions operating without permits for instructional activities.[10] [11] [12]As we look ahead to 2025, a number of new developments are anticipated to influence the private education market:

- Big business entering private education: Large and medium-sized businesses are establishing their own private universities or investing in the development of existing ones.
- Growing entrepreneurial culture among university owners: The educational business is becoming more mature and structured, with owners focusing on independent staff development, HR branding, marketing, and financial analysis.

- Increase in educational franchises: The number of educational franchises is expected to grow.
- Active engagement with government subsidies: New methods for attracting additional funding are being developed.

Therefore, the utilization of business acumen, entrepreneurial qualities, and managerial skills could be the key to fostering success in private higher education. This work believes that the college dean plays a crucial role in advancing university performance. Investigating the relationship between these skills and the dean's performance can provide insights into enhancing university outcomes.

This work investigates the noteworthy benefits that are associated with business acumen, entrepreneurial traits, management abilities, and college deans' performance in terms of enhancing university performances. We can better understand how to support success in higher education if we are aware of these processes.

II. LITERATURE REVIEW

[13] In today's fast-changing world, fostering entrepreneurship and innovation in higher education is crucial. This article examines how universities nurture entrepreneurial attitudes, skills, and supportive environments. It highlights the societal and financial benefits, explores effective pedagogical strategies, and discusses building ecosystems that encourage innovation. It also addresses evaluating entrepreneurship education's impact, tackling challenges, and sharing best practices, emphasizing the need for continuous research and collaboration. By promoting entrepreneurship and innovation, higher education can prepare students for a dynamic world, stimulate economic growth, and positively impact society. This report provides insights, recommendations, and inspiration for policymakers, educators, and stakeholders.[14] Entrepreneurship education, a popular management subject, uniquely links theory with practice. Despite its popularity, research in this field remains nascent due to its interdisciplinary nature. This editorial highlights the necessity of adapting entrepreneurship education amidst the COVID-19 crisis, emphasizing diverse perspectives and the need for innovative pedagogical approaches. It advocates for increased attention to crisis management techniques in education, signaling a shift in understanding entrepreneurship education in society.[15] Despite global governmental efforts, S&M Enterprises face declining survival rates. This research employs qualitative content analysis to devise strategies for SME growth. Using analytical tools, researchers extract factors from case studies, construct a conceptual framework, and generate essential principles for sustainable strategies.[16] The visual search approach aims to enhance student performance in digital libraries, fostering better reasoning. It satisfies information seekers, attracts new members, and spreads knowledge. This initiative promotes critical thinking and creativity, aiding academic research worldwide.[17] The work proposes a predictive management model to forecast post-coronavirus business demand. Objectives include analyzing and designing a model to identify viable investments and relevant businesses post-epidemic. Web Scraping gathers competitor and customer data for machine learning analysis, resulting in classification rules for 30 business types..[18] Existing Industry 4.0 literature underscores the importance of novel strategies for organizations. This article develops a framework for these areas by reviewing management literature, proposing relationships between knowledge management factors and organizational performance, mediated by knowledge creation, and moderated by decision-making style.[19] Earning a bachelor's degree brings long-term benefits to individuals, families, and society, now essential for most in a rapidly changing economy. This review outlines known factors and interventions to increase degree attainment, urging institutions to adopt effective practices for student success.[20] Understanding the entrepreneurial leadership orientations of academic deans could aid higher education institutions facing enrollment and financial challenges. This study in upstate New York found significant correlations between deans' entrepreneurial characteristics and demographic factors, revealing insights for academic leadership.[21] This mixed methods study explores the role of academic deans in entrepreneurial activities in upstate New York colleges. Findings suggest that deans' entrepreneurial orientation may decrease with tenure. Collective accountability and relationship-building skills impact entrepreneurial engagement, offering practical insights for academic leaders.[22] This study examines leadership challenges in universities, exploring the links between managerial skills, learning orientation, and job performance of university leaders. Findings indicate positive associations and highlight the mediating role of entrepreneurial leadership, offering insights for enhancing university leadership effectiveness.[23] This study found that respondents generally rated their competencies as "advanced." While there were no significant correlations in some areas, differences were noted between deans and faculty.[24] Brazilian higher education institutions are navigating a challenging landscape marked by increased competition, international investment, and a shrinking pool of potential students. Despite their pivotal role, deans, often promoted from teaching roles, lack formal managerial training. This study underscores the need for a new assessment culture to address these challenges effectively.[25] In higher education institutions (HEIs), certain roles carry varying levels of prestige, determined by their significance to achieving goals and

societal expectations. This literature review explores the distinctions between management and leadership within HEIs. Research indicates that management skills facilitate organizational planning and direction, while leadership skills inspire teams to execute missions and goals effectively.[26] Brazilian higher education institutions are grappling with a challenging landscape due to increased competition, international investment, and demographic shifts. Deans, often chosen from the teaching staff, are central to organizational management. However, a study reveals their self-perceived managerial skills may not align with reality, emphasizing the need for improved assessment practices to navigate the complexities of the globalized education market.[27] When 'Al-Ain University (AU)' was established in 2005, it aspired to become a leading international university. However, after five years, it fell behind the top twenty universities in the UAE. Rapid turnover of presidents undermined governance, prompting the need for a stable organizational model. AU adopted a new management system based on the CAA Standards to foster excellence. This paper analyzes the impact of this change and offers recommendations for effective implementation. More information could be found in [28],[29] ,[30] ,[31] ,[32],[33] ,[34],[35],[36] ,[37],[38],[39]

After a thorough review of the literature, it is evident that there is a significant gap in studies focusing on the Middle East, particularly Oman. None of the existing studies have integrated the relationship between Business Acumen, Entrepreneurship, Managerial Skills, and their impact on College Dean Performance in advancing university outcomes. Therefore, this study aims to address this gap and draw attention to the Middle East, specifically Oman.

III. RESEARCH METHODOLOGY

This work developed a conceptual model, which is depicted in Figure 1, is expanded upon to provide a thorough comprehension of every stage. The study examining the connections between managerial skills, entrepreneurship, and business acumen and how they affect college dean performance in increasing university performance using partial least squares structural equation modeling (PLS-SEM) and using a descriptive analytical framework.

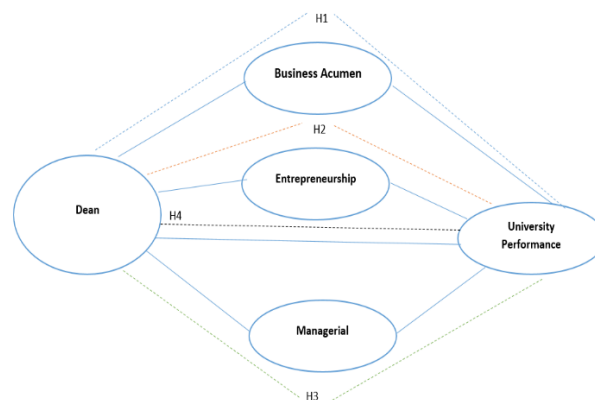


Fig. 1. Proposed Conceptual Model

Based on the Proposed Conceptual Model, the research questions, objectives, and hypotheses have been formulated as follows:

A. Research Questions

- Research Question 1: Does possessing Business acumen skills influences a dean's performance in boosting university profitability.
- Research Question 2: How do entrepreneurial qualities influence a dean's effectiveness in university leadership?
- Research Question 3: What is the relationship between managerial skills and a dean's effectiveness in university governance?

B. Objectives

- To evaluate the impact of business acumen skills, including financial management, budgeting, and resource allocation, on a dean's performance in boosting university profitability.
- To assess the impact of entrepreneurial qualities, including creativity, innovation, risk-taking, and fostering an entrepreneurial mindset, on a dean's effectiveness in university leadership.

➤ To assess the impact of Manager skills including promoting continuous improvement, professional development, and successfully navigating organizational challenges, conflicts, and crises on a dean's effectiveness in university governance.

C. Hypotheses

H1: Possessing business acumen skills has a significant positive relationship with, and partially mediates, a dean's performance in supporting university leadership.

H2: Possessing entrepreneurial qualities and skills has a significant positive relationship with, and partially mediates, a dean's performance in enhancing university leadership.

H3: Possessing managerial skills has a significant positive relationship with, and partially mediates, a dean's performance in supporting university governance.

H4: Possessing any combination of business acumen, entrepreneurial qualities, or managerial skills has a significant positive relationship with a dean's performance in enhancing university outcomes.

The interested reader could visit [40] proposed by the author, to access the survey and view its structure, which includes variables and their indicators as well as the abbreviations for each variable and indicator for easy usage in the professional edition of the Smart-pls4 program. Table 1 provides an example of the survey format and structure.

Table 1. The questionnaire structure

Attributes	Acronym
(Age) What is your age range	Age
(Gender) What is your gender?	Gender
(Educational Background) What is your highest level of education completed?	Educational_Background
(Industry Sector) Which industry sector do you primarily work for?	Industry_Sector
(Professional Experience) How many years of professional experience do you have in your current field?	Professional_Experience
1. (Business Acumen) should a Dean possess skills in financial management, budgeting, and resource allocation?	1. (Business_Acumen)

5. (Business Acumen) Should a Dean possess skills to identify opportunities for innovation & growth within the university setting	5. (Business_Acumen)
E1. Should the Dean demonstrate creativity and innovation in developing new initiatives, programs, or projects within the university?	E1- entrepreneurial

E5. Should a Dean prioritize agility, adaptability, and resilience in responding to changes and disruptions in the higher education landscape?	E5- entrepreneurial
M1. Should the Dean be proficient in organizational planning, goal setting, and performance management within the university context?	M1- managerial role

M5. Should the Dean successfully navigate organizational challenges, conflicts, and crises to maintain stability and progress?	M5- managerial role
D1. Should a College Dean be able to rate the leadership effectiveness and strategic vision of the college in advancing the university goals and mission?	D1- College Dean

D5. Should a College Dean effectively represents and advocates for the university interests and values within the broader	D5- College Dean
UP1. A College Dean Qualities will impact the overall academic quality, reputation, and standing of the university?	UP1-University performance

UP5. A College Dean Qualities will impact perception of the university as responsive, adaptable, and resilient in addressing challenges and opportunities in the higher education landscape?	UP5- University performance

The survey comprised six components. The first component aimed to collect demographic data about participants, including age, gender, educational background, industry sector, and professional experience. Sections 2 through 5 represented independent variables: Business Acumen, Entrepreneurial Role (E1), Managerial Role (M1), and College Dean (D1), each consisting of five questions (indicators/constructs). The final section, UP1 (University Performance), presented the dependent variable with five indicators as well. The structure of the survey is illustrated in Table 1, indicating the arrangement of these components.

D. Data Collection and sampling process

The collected dataset comprises 31 attributes and 167 instances. The sampling frame, using a non-probability design due to time and email constraints. Convenience sampling targeted instructors with relevant information. After reviewing relevant literature and defining research goals, we created a questionnaire with five independent and one dependent variable. The questions underwent expert review to ensure clarity. The e-questionnaire was distributed via Google Drive to college deans, vice-chancellors, industry managers, individuals in entrepreneurial and managerial roles, and instructors in Gulf countries, primarily Oman. Out of 433 contacted participants, 167 responses were received by May 23, 2024. [41] [42] [43] This sample size was deemed suitable for analysis based on prior studies.

E. Data Cleaning Process

After retrieving the data in CSV format from Google Form, we began the data cleaning process in SPSS. Initially, we checked the dataset's minimum and maximum values, ensuring accuracy on the five-point Likert scale (1 to 5). We then addressed missing data from mandatory form fields and conducted outlier detection, finding none. Finally, we evaluated anomalous responses using standard deviation (SD). The SD-Min = 0.331662479 and SD-Max = 1.350309, as shown in Figure 3 , Descriptive statistics presented in Figure 2 , indicating suitability for analysis based on prior studies [41] [42] [43] The recommended threshold for the standard deviation (STDEV) is above 0.25.

v3sPLS		Indicators									Copy to Excel/Word
		Name	Scale min	Scale max	Observed min	Observed max	Standard deviation	Excess kurt...	Skewness	Cramér-von Mises p value	
Indicators	30	E1	1.000	5.000	1.000	5.000	1.139	-0.724	-0.587	0.000	
Samples	16	E4	1.000	5.000	1.000	5.000	1.135	-0.608	-0.417	0.000	
		M4	1.000	5.000	1.000	5.000	1.050	-0.535	-0.528	0.000	
Missing values	7	M2	1.000	5.000	1.000	5.000	0.977	-0.478	-0.435	0.000	
		M3	1.000	5.000	1.000	5.000	1.150	-0.468	-0.650	0.000	
		E2	1.000	5.000	1.000	5.000	1.099	-0.350	-0.561	0.000	
		D2	1.000	5.000	1.000	5.000	1.066	-0.303	-0.686	0.000	
		UP1	1.000	5.000	1.000	5.000	0.913	-0.301	-0.235	0.000	
		UP2	1.000	5.000	1.000	5.000	1.009	-0.207	-0.636	0.000	
		E5	1.000	5.000	1.000	5.000	1.142	-0.171	-0.785	0.000	
		Age	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		Gender	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		Educational_Background	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		Industry_Sector	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		Professional_Experience	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
		UP4	1.000	5.000	1.000	5.000	0.950	0.002	-0.575	0.000	

Fig2. Descriptive statistics

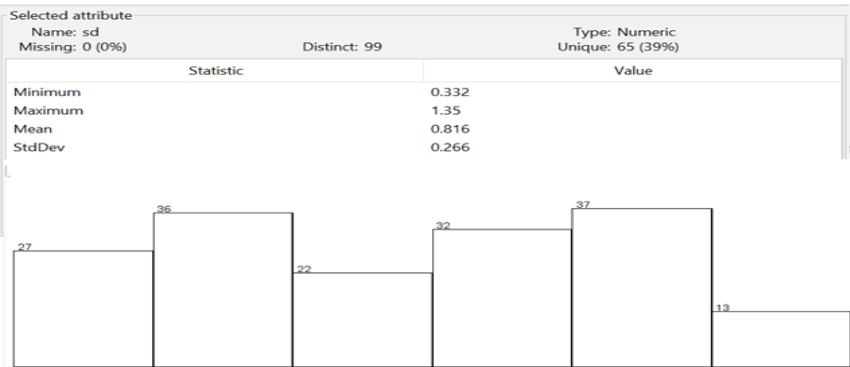


Fig3. Standard deviation (SD) for data collected from participants.

Descriptive statistics are used to evaluate ‘skewness and kurtosis’. For Structural Equation Modeling (SEM), values of ‘skewness’ between ‘-3 and +3’ and kurtosis between ‘-10 and +10’ are deemed appropriate [32].

IV. DATA ANALYSIS AND RESULTS

A. Measurement Model: Reliability and validity

Reliability and validity underwent assessment via ‘Cronbach’s Alpha’ and ‘Composite Reliability (CR)’. Initially, items with factor loadings under 0.700 were purged from the dataset. The constructs "UP3, UP5, M1, M2, E4, 2. Business_Acumen and 4. Business_Acumen “have been removed because the factor loading was under 0.7, depicted in Figures 4 and 5. This determination followed extensive tests, encompassing AVE and HTMT. Remaining items' reliability and validity, with their factor loadings, are shown in Table 2. All alpha values and CRs exceeded the recommended threshold of 0.700, indicating robust reliability. Convergent validity was confirmed by AVE and CR values, each equal to or greater than 0.500 and 0.700, respectively. Discriminant validity was evidenced through cross-loadings, where factor loadings surpassed cross-loadings for all items, signifying distinctiveness. Moreover, multicollinearity was gauged with VIF values below 5 for each indicator, indicating no multicollinearity issues. Table 3 portrayed cross-factor loadings of all items, consistently favoring factor loadings over cross-loadings, reinforcing discriminant validity.

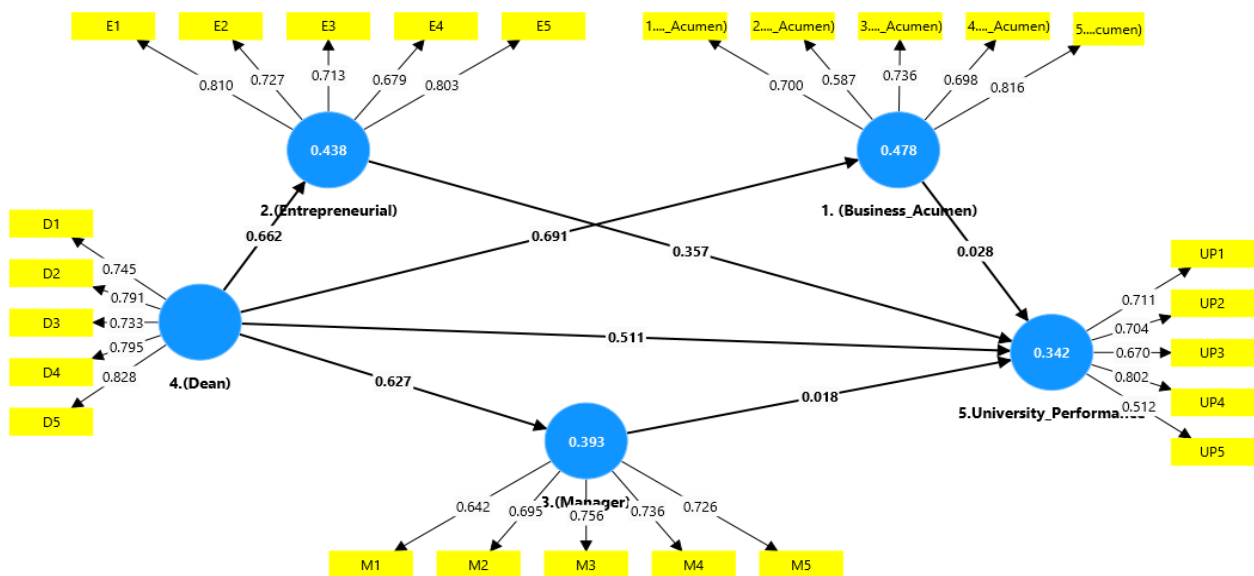


Fig4. First conceptual model with all variables and indicators

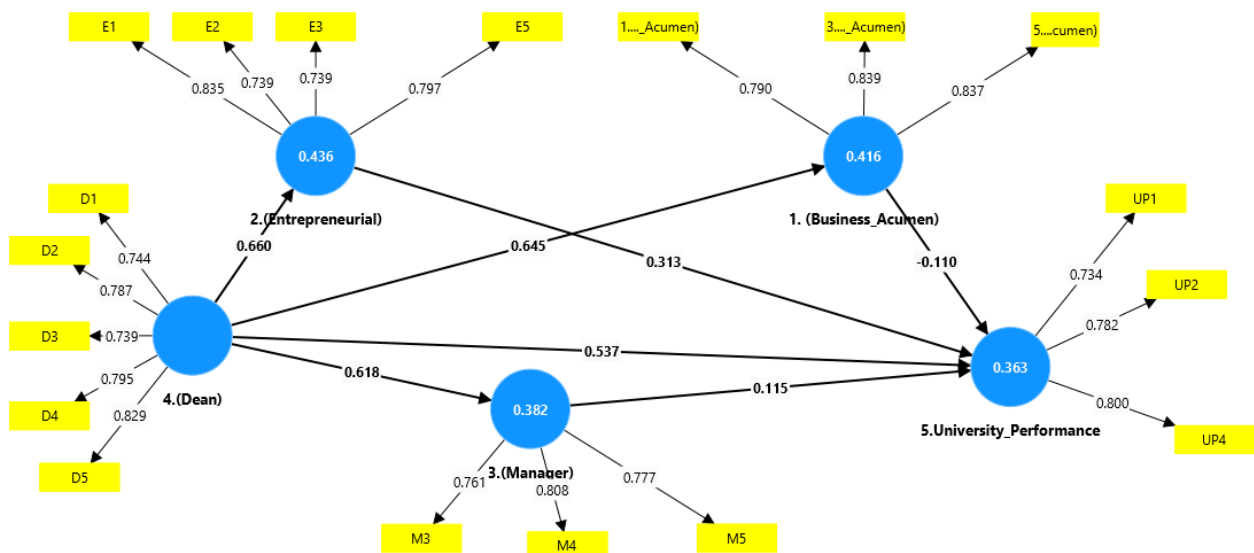


Fig. 5. Final Conceptual Model after Removing All Indicators (Constructs) Under 0.7

B. Discriminant validity

Further confirmation of discriminant validity was achieved through the criteria proposed by ‘Fornell & Larcker’ and the ‘Heterotrait-Monotrait method (HTMT)’, with detailed results provided in Table 2.

Table 2 . Item loadings, reliability and validity

	Factor Loading	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
1. (Business_Acumen)		0.761	0.766	0.862	0.676
1. (Business_Acumen) <- 1. (Business_Acumen)	0.790				
3. (Business_Acumen) <- 1. (Business_Acumen)	0.839				
5. (Business_Acumen) <- 1. (Business_Acumen)	0.837				
2.(Entrepreneurial)		0.785	0.804	0.860	0.606
E1	0.835				
E2	0.739				
E3	0.739				
E5	0.797				
3.(Manager)		0.684	0.690	0.825	0.611
M3	0.761				
M4	0.808				
M5	0.777				
4.(Dean)		0.838	0.841	0.885	0.607
D1	0.744				
D2	0.787				
D3	0.739				
D4	0.795				
D5	0.829				
5.University_Performance		0.664	0.665	0.816	0.597
UP1	0.734				
UP2	0.782				
UP4	0.800				

In table 3 ‘Discriminant validity’ is presented using the criterion by ‘fornell & Larcker and Heterotrait-Monotrait method(HTMT)’

Table 3. ‘Heterotrait-monotrait ratio (HTMT)’ – Matrix

	1. (Business_Acumen)	2.(Entrepreneurial)	3.(Manager)	4.(Dean)	5.University_Performance
1. (Business_Acumen)					
2.(Entrepreneurial)	0.729				
3.(Manager)	0.717	0.913			
4.(Dean)	0.804	0.793	0.807		
5.University_Performance	0.479	0.737	0.682	0.711	

Table 4. ‘Fornell-Larcker’ criterion

	1. (Business_Acumen)	2.(Entrepreneurial)	3.(Manager)	4.(Dean)	5.University_Performance
1. (Business_Acumen)	0.822				
2.(Entrepreneurial)	0.577	0.779			
3.(Manager)	0.516	0.663	0.782		
4.(Dean)	0.645	0.660	0.618	0.779	
5.University_Performance	0.343	0.543	0.470	0.537	0.773

Table 5. ‘Cross loadings’

	1. (Business_Acumen)	2.(Entrepreneurial)	3.(Manager)	4.(Dean)	5.University_Performance
1. (Business_Acumen)	0.790	0.417	0.353	0.515	0.200
3. (Business_Acumen)	0.839	0.417	0.377	0.530	0.286
5. (Business_Acumen)	0.837	0.579	0.530	0.545	0.348
D1	0.513	0.488	0.410	0.744	0.399
D2	0.559	0.565	0.537	0.787	0.433
D3	0.400	0.453	0.484	0.739	0.414
D4	0.537	0.521	0.508	0.795	0.387
D5	0.491	0.536	0.461	0.829	0.458
E1	0.534	0.835	0.502	0.653	0.505
E2	0.484	0.739	0.589	0.474	0.399
E3	0.380	0.739	0.433	0.401	0.427
E5	0.373	0.797	0.554	0.483	0.340
M3	0.478	0.537	0.761	0.427	0.282
M4	0.380	0.500	0.808	0.487	0.437
M5	0.370	0.526	0.777	0.526	0.366
UP1	0.378	0.421	0.318	0.446	0.734
UP2	0.189	0.441	0.395	0.452	0.782
UP4	0.234	0.391	0.371	0.332	0.800

The HTMT criteria is what we advise when evaluating discriminant validity. Discriminant validity between two reflectively assessed constructs has been proven if the HTMT value is less than 0.90 [44] .

A. Structural Model

The next step in our study was to evaluate the structural models in order to look into the theories that we had put forward.

Table 6. Path coefficients, STDEV, T values, p values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
1. (Business_Acumen) -> 5.University_Performance	-0.110	-0.112	0.077	1.432	0.152
2.(Entrepreneurial) -> 5.University_Performance	0.313	0.314	0.083	3.756	0.000
3.(Manager) -> 5.University_Performance	0.115	0.115	0.094	1.225	0.221
4.(Dean) -> 1. (Business_Acumen)	0.645	0.647	0.044	14.576	0.000
4.(Dean) -> 2.(Entrepreneurial)	0.660	0.664	0.057	11.655	0.000
4.(Dean) -> 3.(Manager)	0.618	0.623	0.053	11.570	0.000
4.(Dean) -> 5.University_Performance	0.330	0.333	0.093	3.545	0.000

C. DIRECT HYPOTHESIS TESTING

A two-tailed test with a 95% significance threshold and a t-value of -1.96 was selected. The findings presented in [45] had an impact on this choice.

D. MEDIATION ANALYSIS RESULTS

Figure 6 demonstrating the ‘Bootstrapping’ implementation for Mediation analysis

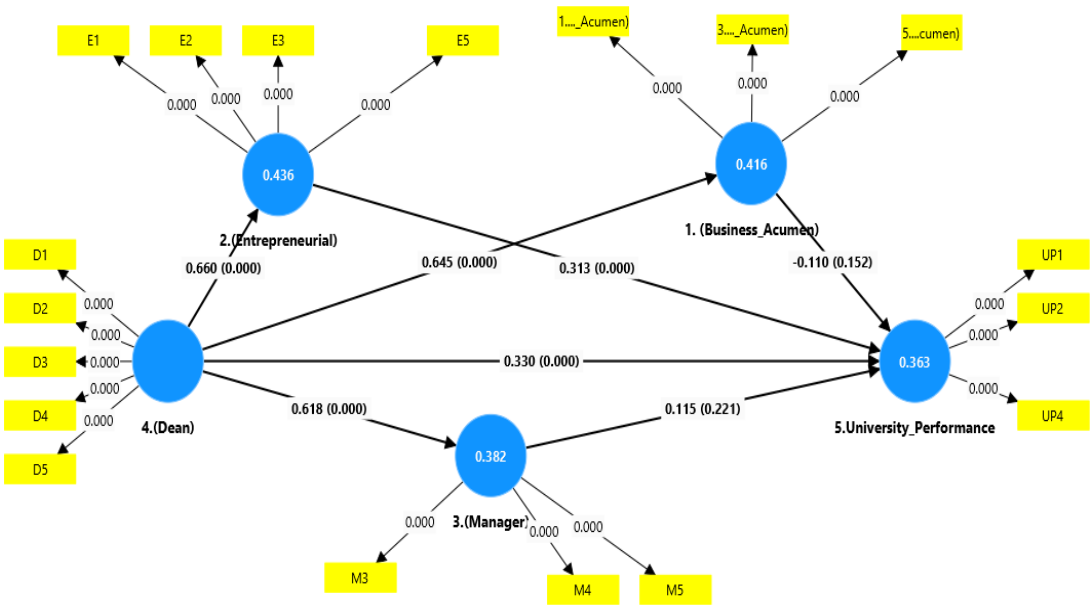


Fig 6. Bootstrapping implementation for Mediation analysis

Table 11. Result Summary

Total effect		Direct Effect		Specific indirect effect							
B	P	B		Hypothesis	B	t	UL	LL	P	Results	
0.537	0.000	0.330	0.000	H1 4.(Dean) -> 1. (Business_Acumen) -> 5.University_Performance	-0.071	1.415	-0.175	0.023	0.157	No mediation effect	H1: Rejected
0.537	0.000	0.330	0.000	H2 4.(Dean) -> 2.(Entrepreneurial) -> 5.University_Performance	0.206	3.873	0.001	0.096	0.000	Partial Mediation	H2:Accepted
0.537	0.000	0.330	0.000	H3 4.(Dean) -> 3.(Manager) -> 5.University_Performance	0.071	0.231	0.001	-0.041	0.231	No mediation effect	H3: Rejected
0.537	0.000	0.330	0.000	H4	0.206	3.873	0.001	0.096	0.000	Partial Mediation	H4:Accepted

Step1 :

H1 seeks to assess the mediating role of Business-Acuman skills in the relationship between College dean and university performance

H2 seeks to assess the mediating role of Entrepreneurial qualities in the relationship between College dean and university performance

H3seeks to assess the mediating role of managerial skills in the relationship between College dean and university performance

H4 seeks to assess the mediating role of any one of (Business-Acuman or Entrepreneurial qualities ,Managerial skills) in the relationship between College dean and university performance

Step 2:

The results indicated by H1 revealed no significant effect of College dean on university performance through Business-Acuman skills(B=0.071 ,t=1.415 ,p= 0.157)

The results indicated by H2 revealed a significant indirect effect of College dean on university performance through Entrepreneurial qualities(B=0.206 ,t=3.873 ,p=0.000)

The results indicated by H3 revealed no significant effect of College dean on university performance through Managerial skills(B=0.071 ,t= 0.231,p=)

The results indicated by H4 revealed a significant indirect effect of College dean on university performance through any one of (Business-Acuman or Entrepreneurial qualities ,Managerial skills) and it was fond that **Enterpreuil** (B=0.206 ,t=3.873 ,p=0.000) supported, therefore h4 also accepted

Step 3 : indirect effect

The path analysis demonstrated in figure6 showed that in presence of the mediator only between Entrepreneurial qualities with a significant indirect effect of College dean on university the mediator impact was found significant ($P < 0.05$)

Step 4 :

Base on the Direct and indirect effect , and since the direct and specific indirect effect was found significant , this shows that Entrepreneurial qualities partially mediates the relationship between college dean and university performance Entrepreneurial qualities moderates the relationship between college dean skills and university performance .Such that high Entrepreneurial qualities weakens the positive relationship between college dean skills and university performance

Conclusion

As society evolves, attitudes toward fundamental institutions change, but the pace of these changes varies significantly across different sectors. Businesses are often the fastest to transform. Many countries face a personnel shortage across various sectors. Universities and employers are collaborating to address this issue, exploring how such partnerships can benefit students and graduates. This study analyzed the influence of business acumen, entrepreneurship, and managerial skills on college deans and their impact on university performance. The findings indicate that entrepreneurial experience in college deans fosters the development of entrepreneurial universities, capable of addressing the challenges of modern higher education within a "knowledge society." This work propose a conceptual framework to assess the competency of college deans and the entrepreneurial activity level of universities, facilitating strategic planning. Entrepreneurial qualities moderate the relationship between dean skills and university performance, with high entrepreneurial qualities weakening the positive relationship between dean skills and university performance. Universities remain conservative due to various factors, primarily the traditional methods of knowledge transfer. This study underscores the importance of entrepreneurial qualities in college deans for enhancing university performance and navigating the complexities of contemporary higher education.

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