


**OBSTACLES OF DIVERSIFYING FUNDING SOURCES AT NAJRAN UNIVERSITY AND PROPOSALS FOR ITS DEVELOPMENT ACCORDING TO THE NEW UNIVERSITIES SYSTEM**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 24 July 2023</p> <p><b>Accepted</b> 16 October 2023</p>	<p><b>Purpose:</b> The objective of the current study is to investigate the obstacles of diversifying funding sources at Najran University in the light of Universities System No. 27 of 1441 from perspectives of academic and administrative leaders.</p>
<p><b>Keywords:</b></p> <p>Obstacles of Diversifying Funds; Najran University; Leadership Perspectives.</p>	<p><b>Theoretical framework:</b> The importance of diversifying sources of funding for higher education is evident from its role in the quality of education, meeting the requirements for accreditation of programs and activities, and its effective presence in international classifications. Its multiple sources also help in relieving the burden on the state, in addition to preparing for local, national and regional development, in addition to its contribution to refining talents, unleashing youth energies, and providing them with life skills, through early training in practicing activity with the world of commerce and industry during university. In preparation for adopting their own projects.</p>
	<p><b>Projeto/Methodologia/Abordagem:</b> The researchers used the analytical descriptive method, and the tool consisted of a questionnaire of 40 phrases that were distributed to an intentional stratified sample of (90) of the leaders at the University of Najran.</p> <p><b>Resultados:</b> The results showed that the degree of obstacles of diversifying funding sources at Najran University, internal and external, is large; with an average of (3.77). The results also showed that there were no statistically significant differences between the sample's response according to the variables (type of job, level of employment, years of experience), while differences were found in favor of theoretical colleges in their response to external obstacles and the questionnaire as a whole. And differences were found in favor of the PhD qualification in their answers to the internal and external obstacles and the questionnaire as a whole.</p> <p><b>Social applications, applications, and research:</b> This research is useful in enhancing directions related to modernizing the university's financial, administrative, and academic regulations; In accordance with the University Regulations No. 27 of 2019, enriching alternatives to diversify sources of self-financing for Saudi universities, especially Najran University, and raising the relationship between the university and its environment to the level of partnership.</p> <p><b>Authenticity/valor:</b> Based on the results, the researchers presented a brief vision of diversifying funding sources at Najran University; In order to ensure the interest of all parties, and to exploit the youthful energies of university students; To enable them to become entrepreneurs, realize themselves, contribute to the development of their universities and communities, and enhance governance; Involving relevant authorities in university decision-making.</p> <p>Doi: <a href="https://doi.org/10.26668/businessreview/2023.v8i10.3677">https://doi.org/10.26668/businessreview/2023.v8i10.3677</a></p>

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## OBSTÁCULOS PARA DIVERSIFICAR AS FONTES DE FINANCIAMENTO NA UNIVERSIDADE DE NAJRAN E PROPOSTAS PARA SEU DESENVOLVIMENTO SEGUNDO O NOVO SISTEMA DE UNIVERSIDADES

### RESUMO

**Objetivo:** O objetivo do presente estudo é investigar os obstáculos à diversificação das fontes de financiamento na Universidade de Najran à luz do Sistema de Universidades nº 27 de 1441, a partir das perspectivas dos líderes acadêmicos e administrativos.

**Enquadramento teórico:** A importância da diversificação das fontes de financiamento do ensino superior é evidente pelo seu papel na qualidade do ensino, no cumprimento dos requisitos de acreditação de programas e atividades, e na sua presença efetiva em classificações internacionais. As suas múltiplas fontes também ajudam a aliviar a carga do Estado, além de preparar o desenvolvimento local, nacional e regional, além de contribuir para o refinamento de talentos, desencadeando as energias dos jovens e dotando-os de competências para a vida, através da formação precoce na prática atividade com o mundo do comércio e da indústria durante a universidade. Em preparação para a adoção de seus próprios projetos.

**Projeto/Metodologia/Abordagem:** Os pesquisadores utilizaram o método analítico descritivo, e a ferramenta consistiu em um questionário de 40 frases que foram distribuídas para uma amostra estratificada intencional de (90) líderes da Universidade de Najran.

**Resultados:** Os resultados mostraram que o grau de obstáculos à diversificação das fontes de financiamento na Universidade de Najran, internas e externas, é grande; com média de (3,77). Os resultados também mostraram que não houve diferenças estatisticamente significativas entre as respostas da amostra segundo as variáveis (tipo de trabalho, nível de emprego, anos de experiência), enquanto foram encontradas diferenças a favor das faculdades teóricas na sua resposta aos obstáculos externos e ao questionário como um todo. E foram encontradas diferenças a favor da qualificação de doutor nas respostas aos obstáculos internos e externos e ao questionário como um todo.

**Aplicações sociais, aplicações e pesquisas:** Esta pesquisa é útil para aprimorar orientações relacionadas à modernização dos regulamentos financeiros, administrativos e acadêmicos da universidade; De acordo com o Regulamento Universitário nº 27 de 2019, enriquecer alternativas para diversificar as fontes de autofinanciamento das universidades sauditas, especialmente a Universidade de Najran, e elevar a relação entre a universidade e o seu ambiente ao nível de parceria.

**Autenticidade/valor:** Com base nos resultados, os pesquisadores apresentaram uma breve visão da diversificação das fontes de financiamento na Universidade de Najran; Para garantir o interesse de todas as partes e explorar as energias juvenis dos estudantes universitários; Para permitir que se tornem empreendedores, realizem-se, contribuam para o desenvolvimento das suas universidades e comunidades e melhorem a governação; Envolver as autoridades relevantes na tomada de decisões universitárias.

**Palavras-chave:** Obstáculos à Diversificação de Fundos, Universidade de Najran, Perspectivas de Liderança.

## OBSTÁCULOS PARA DIVERSIFICAR COMO FONTES DE FINANCIAMENTO NA UNIVERSIDADE DE NAJRAN E PROPOSTAS PARA SEU DESENVOLVIMENTO SEGUNDO O NOVO SISTEMA DE UNIVERSIDADES

### RESUMEN

**Objetivo:** El objetivo del presente estudio es investigar los obstáculos a la diversificación de las fuentes de financiación de la Universidad de Najran a la luz del Sistema de Universidades nº 27 de 1441, desde la perspectiva de los líderes académicos y administrativos.

**Encuadre teórico:** La importancia de la diversificación de las fuentes de financiación del aprendizaje superior es evidente en su papel en la calidad del aprendizaje, sin cumplir los requisitos de acreditación de programas y actividades, y su presencia efectiva en las clasificaciones internacionales. As suas múltiplas fontes também ajudam a aliviar a carga do Estado, além de preparar o desenvolvimento local, nacional e regional, além de contribuir para o refinamento de talentos, desencadeando as energias dos jovens e dotando-os de competências para uma vida, através de formação precoce na prática atividade com o mundo do comércio e da indústria durante a universidade. Em preparação para adoção de sus propios proyectos.

**Projeto/Metodologia/Abordagem:** Os pesquisadores utilizaram o método analítico descritivo, e a ferramenta consistiu em um questionário de 40 frases que foram distribuídas para uma amostra estratificada intencional de (90) líderes da Universidade de Najran.

**Resultados:** Los resultados muestran que el grado de obstáculos a la diversificación de las fuentes de financiación de la Universidad de Najran, internos y externos, es grande; con medios de (3,77). Los resultados también mostrarán que no hay diferencias estadísticamente significativas entre las respuestas de nuestro segundo como variáveis (tipo de trabajo, nivel de empleo, años de experiencia), enquanto foram encontradas diferenças a favor de las facultades teóricas en su respuesta a obstáculos externos y al cuestionario. como todo. E foram encontrados

diferenças a favor da qualificação de doutor nas respostas aos obstáculos internos y externos e ao questionário como um todo.

**Aplicaciones sociales, aplicaciones y pesquisas:** Esta pesquisa es útil para aprimorar orientaciones relacionadas con la modernización de los reglamentos financieros, administrativos y académicos de la universidad; De acuerdo con el Reglamento Universitario n° 27 de 2019, enriquecer alternativas para diversificar las fuentes de autofinanciamiento de las universidades sauditas, especialmente la Universidad de Najran, y elevar la relación entre la universidad y su ambiente en el nivel de participación.

**Autenticidade/valor:** Com base nos results, os pesquisadores apresentaram uma breve visão da diversificação das fontes de financiamento na Universidade de Najran; Para garantizar el interés de todas las partes y explorar las energías juveniles de los estudiantes universitarios; Para permitir que se tornem empreendedores, realicem-se, contribuam para o desenvolvimento das suas universidades e comunidades e melhorem agobernação; Envolver como autoridades relevantes na toma de decisiones universitarias.

**Palabras clave:** Obstáculos a la diversificación de fondos, Universidad de Najran, Perspectivas de liderazgo.

## INTRODUCTION

Countries worldwide allocate a significant portion of their budget to education, seeking to develop their educational systems and provide their youth with various skills and techniques, including medical, engineering, agricultural, and technological. This is crucial for improving university education, ensuring the development and resilience of their peoples in the face of global changes.

Therefore, financing higher education is one of the most important challenges that receives great attention from educators as a result of its educational outcomes. Therefore, a strong connection lies at the number of university graduates and the quality of their education, with highly dependent on extent availability of the financial capabilities of the educational system (Al-Shunaifi, 2018).

Many Universities establish partnerships with the surrounding environment, funding ratios and funding agencies that vary from country to another according to the prevailing political, social and economic system. The prevailing trend in developed societies is the sharing costs between official agencies and community bodies. So, the student bears part or all of the costs of higher education. But some funding sources, such as endowments represent revenue for most of the prestigious universities. (Shahin, 2018).

As for the Arab countries, the report of UNESCO (2018) confirms that there is a weakness in the alternatives financing for higher education as for in Saudi Arabia sources the government funding, and little private sector participation. This is evident in education allocations in the two-year budget (2019, 2020), and reached (19%) of the size of the Kingdom's general budget. (Ministry of Finance, 2021, 13), and with the aim of reducing the budget deficit, expenditures have been reduced for all government jobs, including education expenditures; it was reduced in 2021 AD from: 192 billion, to 185 billion in 2022 AD. (Ministry

of Finance, 2023, 40), and in return, a new system for universities was issued under No. (27), of the year 1441/2019. It is given broad powers to diversify its revenue sources and cover its growing needs, and Articles (48-50)-behave-:

- Article (48) The University may establish-under the supervision of the Council of Endowments-endowments that have an independent legal personality, and manage them according to rules approved by the Council of Universities, in a manner that does not conflict with the conditions of the endowers. The university and its endowments may establish companies or participate in their establishment.
- Article (49)-The revenues of the university are formed-Provided that it does not conflict with the objectives of the university and the nature of its activities-From the following (University System, 2019, Articles: 48-50):(1-State subsidy, 2-Financial fees for study programs, courses and educational services, 3-Donations, gifts, endowments, 4-rent its properties, investments, and endowments, 5-Other resources approved by the Board of Trustees).
- Article (50)-The university may charge a fee to develop its own revenues, in a manner that does not prejudice its mission, the most important of which are: 1-Tuition fees for each of (postgraduate programs-educational and training courses and diplomas) from non-Saudi students, with the exception of free scholarships. 2- Financial Amounts in return for (carrying out scientific research or advisory services for internal or external parties- investment returns of monetary and in-kind financial revenues- contracting with government agencies and others to secure their needs of national competencies)

It is clear from the review of the aforementioned regulations that they allow diversifying sources of self-financing. It is noticed that the time (2019-2023) going on and it is early for the final evaluation. However, realistic indicators reflect the existence of obstacles prevented from achieving the desired goals; it can be highlighted as follows.

### **The Research Problem**

The problem of the research is evident from the large number of studies that dealt with financing education in the Kingdom- during the period 2019-2023 around (80) studies- and all of them emphasize on the availability of problems related to the lack of financial resources for universities, as a study showed Al-Hudhaif et al., (2022). The inability of universities to absorb the increasing demand, and that it has negative effects that must be addressed before they become problems that are difficult to be solved. As confirmed by Al-Faraj (2020), the

dependence of universities on government support represents the most important challenges facing the financing of Saudi universities. Al-Juhani (2022), also discusses the difficulty that is continuing to rely on the government funding pattern, Also The results of Abdul Rahman's study (2023) confirmed; Supporting the Saudi University is crucial in building relationships between leadership and creating successful new projects, which highlights the importance of collaborative efforts between universities and entrepreneurs.

At the level of Najran University, its administration is making great efforts to benefit from the Universities System (27) of 1441 AH./ 2019 AD in the development of its own resources and diversification. For their development, they have established the following specialized administrative units accordingly: The Investment, Endowment and Resources Development Unit, The Institute of Studies and Consulting Services...etc. Around 4 passed years since the establishment of these units, the university's self-resources are still very limited between 30-40 million riyals, most of which are paid for postgraduate programs, and represent about 4% just from the university's budget, which reaches one billion, and sometimes exceeds it by a hundred million. (Al-Masabi, 2023, interview on 11/19/1444 AH).

Thus, the problem of the study lies in the limited self-resources of the university, the existence of various obstacles and the blurring of the collective vision of priorities. This comes as a result of absence of in-depth previous studies in the field.

### Questions of the Research

1. Based on the above, the research problem can be identified in the following questions:
2. What are the obstacles of diversifying the funding sources of Najran University from the perspectives of academic and administrative leaders of the University?
3. To what extent are there differences at the level ( $\alpha \leq 0.05$ ) between the points of view of the sample according to the variables (type- college specialization, qualification- job, job level, experience)?
4. What proposals are possible to develop university resources in accordance with the university system (27/1441 AH-2019), from academic and administrative leaders' point of views?

### Objectives of the Research

1. Identifying obstacles of diversifying funding sources in Najran University from the perspectives of academic and administrative leaders of the university.
2. Examining whether there are differences at the level of ( $\alpha \leq 0.05$ ) among the sample answers according to the variables (type- college specialization, qualification- job, job level, and experience).
3. Presenting suggestions for the development of the university resources in accordance with the university system (27) for the year 1441 AH-; from the perspectives of academic and administrative leaders of the university research importance.

The importance of the current research emerges from being the first of its kind- as far as the researchers are aware- especially in light of the Universities Law (27) of 1441/2019. Thus, the researchers hope that research would achieve the following:

- Draw the attention of university leaders, the government, and the general public, and motivate them to remove the obstacles that prevent the success of programs and projects to diversify university education, and prepare the internal and external environment for the university; To ensure the integration of official and social efforts to finance and spend on higher education, and to address the problems facing it.
- The research may also represent an addition to the Saudi and Arab libraries. Researchers and those interested in the economics of education benefit from it, in addition to proposals for further studies on the subject.

### LIMITATIONS OF THE RESEARCH

- The research results are limited to the following limits:
- Objectivity: The Obstacles of diversifying funding sources in light of the university system (27) for the year 1441 AH (internal and external)
- Human: Samples stratified Intended by academic and administrative leaders.
- Location: Najran University, Kingdom of Saudi Arabia.
- Temporal: The academic year (1444 AH) corresponding to (2023).

### Terms of the Research

- Linguistic obstacles: Defined by (Ibn Mandur, 2010, 272): The “obstacle” in the tongue of the Arabs means “disables him from something that hinders him”: distracting

and imprisoning him, and obstruction means: “If he wants something, then distract him from it.”

- As for terminology, Girges defined it (2005, 508): “a physical, moral, psychological or social barrier or barrier that stands as a barrier between a person and the fulfillment of his needs.”
  - The researchers define it- procedurally- as: “difficulties of diversifying the sources of self-financing for Najran University, including internal and external factors, and they are determined in the questionnaire phrases; which get averages over (3.00 out of 5) from the sample’s point of view”.
- Diversifying sources of financing education: it is defined by Al-Mahdi & et al., 2019: 10), “The ability of the state and community institutions to mobilize the necessary resources to spend on education from different sources to achieve the goals of higher education, whether in cash / in-kind, direct / indirect resources.
- Najran university: “A Saudi public university, established on 10/10/1427 AH, and it includes a male section that includes 15 faculties, and a female section that includes 10 faculties; it can accommodate (45) thousand male and female students, and the complex also contains a medical city, a research center, a sports and entertainment city, and housing for faculty members and male and female students, it also includes a future investment city to serve the university, such as: a hotel and a commercial center (Najran University, 2023:<https://www.nu.edu.sa/ar/aboutus>).

## **THEORETICAL FRAMEWORK AND PREVIOUS STUDIES**

### **Theoretical Framework**

The reality of finance at Najran University in the year 1444 AH/ 2023 AD

The projects of the second strategic plan of Najran University 1442-1446 confirm 2021-2025, and its operational plans. The volume of efforts exerted to benefit from the Universities System (27) for the year 1441 AH in developing its own resources and diversifying its funding sources, through specialized administrative units: the Deanship of Postgraduate Studies, the Investment, Endowments and Resources Development Unit, the Institute of Studies and Consulting Services, and from the most important existing sources are:

- 1. Resources that come from paid graduate programs.**

Table 1 Resources Master's programs at Najran University for the year 1444/ 2023

M	open programs	the cost
1	Master of SE- Learning Disabilities	42.000
2	Master of Kindergarten	42.000
3	Master of Curriculum and Teaching Methods	42.000
4	Master of Hadith and its Sciences	42.900
5	Master of TESOL	54.000
	<b>Total</b>	<b>222900</b>

Source: Prepared by the authors; Quoted from the Master's programs for the academic year 1444 AH - Deanship of Postgraduate Studies- Najran University (2023)

The above table shows the total program revenues are (222,900), which represents a limited percentage. It barely covers some of the costs of one program, which prompted the university to close other programs.

## 2. Resources that come from renting university assets

The University has established a unit for investment, endowments and development of university resources. With the aim of investing the surplus from the university's available assets, and attracting endowments from the local community, the unit has begun to lease a number of university assets such as: University Buildings for Private International School and colleges, Space for Commercial Complex & telecommunication companies and Renting buffets and cafeterias.

The researchers believe that these efforts represent an important step towards diversifying funding sources, due to the huge area of the University (18) millionM2; it is a strong point to be used for dozens of productive and service projects in various fields (Al Mansour, Saleh, 2023: interview on 06/07/2023).

## 3. Resources that come from services provided by the Institute of Studies and Consultations

The Institute of Studies contributes to the development of the university's own resources through (Al Mansour, interview: 06/12/2023):

- Providing paid advisory and training services.
- Investing in the material capabilities of the university, such as: renting halls to hold training courses or workshops, or renting laboratories.
- Contracting for opening international certification & examination centers.

It seems that the returns for the services of the Institute of Studies and Consultations are less regular. Due to its modernity, and the small size of the economic and service institutions in the region; In addition to poor awareness and lack of promotional programs, these are still



very limited compared to the needs of the university, (Al-Masabi,2023:Interview on 11/19/1444 AH).

It is clear from the above existence a large gap between the reality of the university's self-resources and its actual needs, and this weakness in the self-resources does not help to achieve its vision, which states: "Leadership in teaching, learning and scientific research to build an innovative and internationally competitive knowledge society."

### **The Previous Studies**

The two researchers have gone through dozens of studies on the subject. But the research limited to the studies that came after the Universities Law (27) 2019, which gave universities the powers to diversify funding sources, and we review them in order from the newest to the oldest, as follows.

1. **Study of Al-Otaibi and Al-Rabee (2023):** conducted a study; It aimed to determine the role of Najran University in achieving economic development in the region. To achieve the goal of the study, the researchers used the descriptive analytical method. The questionnaire was used as a tool for the study, which included (20) statements; It was distributed to a sample of (441) faculty members at Najran University, and the results of the study concluded that Najran University has a major role in achieving economic development in the region. There are also no statistically significant differences at the level of (0.05) between the responses of the study sample according to the variables of gender and academic rank, while there were statistically significant differences at the level of (0.05) according to the variable of specialization in favor of scientific. Specialties.
2. **Abdel Rahman's (2023)** study aimed to reveal the moderating effect of universities on the relationship between leadership and the creation of successful new projects. Since the impact of universities on this relationship has not yet been studied on a large scale, the researcher used a mixed-methods methodology that includes qualitative and quantitative research methods and a sample size of 512 participants (students and teachers). The study focuses on private and public universities in the Kingdom of Saudi Arabia and uses the Smart PLS tool to analyze the data. The results show that supporting the Saudi university is crucial in building relationships between leadership and creating successful new projects, which highlights the importance of collaborative efforts between universities and entrepreneurs.

3. **The study of Mobegi and Kara (2022)** examines the effectiveness of university education financing methods and their implications for student access rates and quality. They use the descriptive survey method, the tool consisted of a questionnaire and interviews that were applied to a random sample of (315) students in the third and fourth years. The results confirmed the increasing demand for higher education, despite the lack of government funding, leading to a policy of sharing education costs between government and students and their families. It showed the insufficient funding sources and the urgency for find alternatives funds to cover the full costs of education.
4. **Study of Mabrouk and Abdel-Gawad (2022):** It aimed to identify the sources of funding for public universities in the Kingdom. Using the descriptive analytical approach of a sample of previous studies. The results of the study showed that the sources of funding for Saudi public universities are similar in general. It is represented in its allocations from the state budget, fees for consulting contracts with governmental and private institutions, in addition to fees for study and training programs. It also showed that a number of universities have approved plans to diversify their sources of income through scientific research seats, endowments, and research centers, benefiting from the pioneering experiences of British, German, and American universities.
5. **Al-Juhani's study aimed (2022)** to learn about the dimensions of Vision 2030 that promotes diversification of higher education financing sources in the Kingdom and the reality of spending on it. The study adopted a descriptive approach based on the collection and analysis of previous studies. BA review of (10) studies. The results of the study showed that all previous studies emphasized the importance of diversifying higher education funding sources that has become an urgent necessity, with difficulty continuing to rely on unilateral funding from the state.
6. **Al-Ghamdi's study (2021)** aimed to present a proposed strategy for financing university education in Saudi universities by benefiting from the experiences of developed countries, and by using the descriptive and analytical approach of documents. The results of the study revealed the encouragement of the Kingdom's government to diversify funding sources through the regulations, legislation and facilities it to support this trend. In the light of specific criteria, which is a globally applied system, and the globally applicable funding sources do not deviate from five sources: government, students, universities, popular funding, and external funding.

7. **The study of Al-Mahdi et al. (2020)** aimed to identify the challenges facing higher education institutions in diversifying their funding sources in the Sultanate of Oman and the attitudes of administrative leaders there, using the descriptive survey method, and a questionnaire distributed over (400) leaders and administrative. The results that stronger challenges the finance; ranked (Physical, Legislative, Technology, Humanity). It was represented in: the weak contribution of the private sector in the Financing, lack of financial support from the community, lack of effectiveness of investment units in achieving self-financing, weak benefit from the endowment, and lack of institutional investment in their buildings. It also showed no significant differences according to the differences (Type Enterprise type).

8. **The study of Al-Faraj (2020)** aimed to identify the challenges facing financing higher education in Saudi Arabia, and the proposed financing solutions. The researcher used the descriptive survey method; the questionnaire as a tool, it was distributed among a sample of (51), who are they; 23 deans, and 28 vice deans, in the faculties of Shaqra University 1441, and concluded that the most important challenges of financing higher education in Saudi Arabia are the universities' reliance on government support only, the weak linkage of research programs with productive institutions in society, and the weakness of investment expenditures compared to current ones. As for the solutions, they were represented in: Developing Financial and Administrative System in universities, investing in financial funds, promoting and marketing research.

9. **The study Joaquim & Cerdeira (2020)** aims to understand how direct cost-sharing policies/indirect help or hinder access to higher education in Mozambique, the tool was a questionnaire that was implemented in higher education students, as well analyze the two researchers' document of the financing of higher education in Mozambique and throughout the world. The results showed that the cost-sharing policy is one of the options used by governments. It also showed that funds provided by government of Mozambique are not sufficient without the society support.

### Commentary on Previous Studies

- The number of previous studies are (9), the current study is similar to previous studies in its use for the descriptive analytical survey approach in general, and agree with a number of them in using the questionnaire as a tool, especially the studies of Al-Otaibi and Al-Rabee, and Abdel Rahman's (2023) and Al-Mahdi et al. (2020) in the Sultanate

of Oman, and Al-Faraj (2020) in Saudi Arabia, And the (Mobegi & Kara (2022) in Kenya, and Joaquim & Cerdeira (2020) in Mozambique. This study also agrees with the three recent studies in the use of more than one tool. Such as the interview and the analysis of documents, while it differs from Mabrouk and Abdel-Gawad (2022), Al-Juhani, (2022), Al-Ghamdi (2021) And (Al Thabiti, 2020) limited tools on Documentary survey.

- The researchers have benefited from previous studies in enriching the problem, theoretical framework, methodology, tools, results discussion and the proposed visualization.
- This research is characterized for addressing obstacles, putting forward proposals from leaders' perspectives at Najran University, using two methodologies (descriptive and qualitative), with three tools; field survey, analysis of documents, and interviews with (5) leaders.

## **RESEARCH METHODOLOGY AND PROCEDURES**

### **Research Methodology**

In light of the objectives of this research, the researchers employ mixture methods that combine survey descriptive resolution with Documentary analysis, then qualitative, using interviews with (5) leaders.

### **Research Community**

The research community consists of all academic and administrative leaders at Najran University and includes (university vice-rectors, College deans, supporting deanships, Heads of scientific departments, quality coordinators, general managers, and heads of units/departments). Their number is (400), according to the Planning and Statistics Unit headed by the university. (Najran University website, 2022:<https://su.edu.ye/about-the-university/>)

### **The Research Sample**

The researchers chose an intended (available) stratified sample of (90) academic and administrative leaders in all colleges at the University, sought to obtain (196) a sample representatives to 400 Number. According to Morgan's sample size table, only an Most of the sample they apologized; under the pretext of lack of specialization; One month after the electronic distribution of the questionnaire, the researchers decided to be satisfied with what

was available (90). It represents 22.5%, which is sufficient and appropriate according to this location. (2022:[https://www.bts-academy.com/blog\\_det.php?page=1763&title](https://www.bts-academy.com/blog_det.php?page=1763&title))

### Characteristics of the Study Sample

Table 2 shows the Characteristics of the study sample

variable	Categories	Frequency	Percent%	variable	Categories	Frequency	Percent%
gender	Males	68	75.6	Function	Academic	74	82.2
	Females	22	24.4		Administrative	16	17.8
the college	Theory	44	48.9	Educational Qualification	Bachelor's	10	11.1
	Applied	46	51.1		Master's	6	6.7
Career Level	Heads of Department / Quality Supervisor	62	68.9		Ph.D.	74	82.2
	Dean/Deputy dean	12	13.3	8 and less	16	17.8	
	General	16	17.8	9-15	66	73.3	
	Manager/Management	90	100%	16 and over	8	8.9	
	Total	90	100%	Total	90	100%	

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

The above table shows most of the sample male academics, PhD campaign, and their experience is not less than 8 years, in addition to the equivalence of theoretical and applied colleges; which is reflected in accuracy of the answers and reliability of the results.

### Search Tool

It consisted of two tools (Questionnaire + interview form), and the questionnaire consisted of two parts: the first: an introductory message and demographic data, the second: financing obstacles (1-related to the environment interior, 2-associated with the external environment). And there were ferries-in the first formula-(45) phrase.

### Validity of the Questionnaire Tool

To ensure the validity of the tool, it was presented to (10) arbitrators in the universities (Najran, Amran, Sana'a, Aden, and the Arabian Peninsula Center), and the two researchers adopted what was agreed upon by 80%. (5) was deleted, (9) was reformulated, and the questionnaire consisted of (40) phrases distributed over two domains.

### Internal Homogeneity of the Resolution

The researchers calculated the internal consistency for the questionnaire:

Table 3 Correlation of the field with the total score the questionnaire

N	The area	Correlation	p-value
1	Obstacles related to the internal environment	.969**	0.000
2	Obstacles related to the external environment	.948**	0.000

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

The results above reveal a significant correlation between the score of each domain and the overall score of the questionnaire, at significance level of less than (0.01), and thus the questionnaire has a degree of internal consistency that makes it valid for the study.

### Tool Stability

To calculate the stability of the study tool, Crenbach's alpha coefficient was used, and the results were as follows:

Table 4 transactions the stability of the resolution using Crenbach's alpha:

N	The area	N	Alpha Crenbach
1	Obstacles related to the internal environment	23	0.947
2	Obstacles related to the external environment	17	0.947
3	Total	40	0.969

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

It can be seen from the table 4 that the stability of the questionnaire as a whole (0.969), and for the two domains (0.947), reflecting high stability, and confirming the validity of the questionnaire for the field application.

### Standard Relative Weight

The researchers used the five-point Likert scale, which determines the alternatives to the answer according to the following equation:  $5 - 1 = 4$ , then divide the result by the number of options;  $4 \div 5 = 0.8$ , then add it to the lowest value, as shown in the table 5:

Table 5 Distribution of approval scores according to arithmetic means

Arithmetic averages		verbal estimates to the obstacle
Minimum	the highest rate	
1.00	1.80	Very weak
1.81	2.60	Weak
2.61	3.40	Middle
3.41	4.20	Big
4.21	5.00	very big

Source: Prepared by the authors; (2023)

## Statistical Methods

The researchers used the program (SPSS), and specifically the following:

1. Frequencies, percentages, means and deviation.
2. Pearson correlation coefficient; Validate the internal consistency of the tool.
3. Cronbach's alpha coefficient; to Resolution stability.
4. Independent samples (T-test)
5. (One-Way-ANOVA)
6. Schiffet's test.

## STUDY RESULTS AND DISCUSSION

**The result of answering the first question:** What are the obstacles of diversifying the funding sources of Saudi universities related to the internal environment from the point of view of academic and administrative leaders at Najran University?

To answer the question, averages and deviations were calculated for the two domains in the following:

### A. The internal obstacles

Table 6: the sample's answers to internal obstacles funding

N	The expressions	Mean	deviation	Rank	degree
16	<b>Lack of financial incentives allocated to promote investment competition between colleges and centers.</b>	<b>4.18</b>	<b>0.74</b>	<b>1</b>	<b>big</b>
15	<b>Limited investment of products and services of faculties (medicine- engineering- computers...) in profitable projects.</b>	<b>4.07</b>	<b>0.93</b>	<b>2</b>	<b>big</b>
23	<b>The lack of recruitment mechanisms for international students with fees.</b>	<b>4.07</b>	<b>1.19</b>	<b>3</b>	<b>big</b>
14	<b>Lack of revenues from the university's internal funding sources (restaurants, cafeterias, photo shops, etc.).</b>	<b>4.02</b>	<b>0.94</b>	<b>4</b>	<b>big</b>
17	<b>Scarcity of feasibility studies for joint projects between the university and the community.</b>	<b>3.96</b>	<b>0.90</b>	<b>5</b>	<b>big</b>
18	<b>Shortcomings in the regulations related to executive procedures for the tasks of the Investment, Endowment and Resources Development Unit.</b>	<b>3.96</b>	<b>0.92</b>	<b>6</b>	<b>big</b>
21	<b>The university's financial allocations are low; To enter into investment programmes.</b>	<b>3.91</b>	<b>0.92</b>	<b>7</b>	<b>big</b>
22	<b>Limited university programs based on performance (parallel- contractual- evening- continuous).</b>	<b>3.89</b>	<b>0.93</b>	<b>8</b>	<b>big</b>
9	<b>Lack of surveys of community needs (public, private, industrial, service).</b>	<b>3.84</b>	<b>1.06</b>	<b>9</b>	<b>big</b>
10	<b>Lack of financial resources allocated to marketing activities of university programs/services.</b>	<b>3.82</b>	<b>0.98</b>	<b>10</b>	<b>big</b>
8	<b>Lack of experience in implementing entrepreneurial and innovative projects related to market requirements.</b>	<b>3.80</b>	<b>1.03</b>	<b>11</b>	<b>big</b>
19	<b>Shortcomings in activating the communication mechanism between the university and its graduates in order to reach a beneficial partnership for all.</b>	<b>3.78</b>	<b>1.10</b>	<b>12</b>	<b>big</b>

2	Lack of regulations governing the marketing mechanisms of university services (education- training- consulting -...etc.)	3.73	1.11	13	big
1	Shortcomings in the executive regulations organizing to diversify the university's funding sources	3.71	0.94	14	big
7	The low level of marketing of what the university can offer to the beneficiaries.	3.71	0.96	15	big
12	Limited coordination between university research centers and the local community.	3.67	1.02	16	big
11	The low level of response of colleges and centers providing products/services to market requirements.	3.64	0.90	17	big
3	The university's financial regulations are outdated compared to the new university system	3.62	1.09	18	big
20	Lack of financial allocations for research that addresses the problems of the local community.	3.56	0.98	19	big
13	The shortcomings of the role of colleges and centers in the function of community service (training, counseling, etc.).	3.47	1.01	20	big
4	Difficulty applying the provisions of the (new university system) authorizing the university to diversify self-financing in an improvised manner.	3.44	1.05	21	big
5	Lack of partnership programs with the community within the university's plans	3.44	1.26	22	big
6	Lack of communication with the candidates to benefit from the university's services.	3.38	1.19	23	Medium
	<b>The first domain as a whole</b>	<b>3.77</b>	<b>0.99</b>		<b>big</b>

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

It can be seen from the table 6 that averages the sample responses on handicaps internal environment (3.77), with a deviation of (0.69), and reflecting (significant) obstacles, while the mean domain expressions varied; held the lead." Lack of financial incentives allocated to enhance investment competition between faculties and centers," which is a clear message stressing the importance of spreading the spirit of competition (institutional and individual) through motivation, and reflects the results of the field; university leaders' awareness of the size of the obstacles, but ambiguity remains about the alternatives that can overcome them, and the mechanisms to overcome them.

## B. External obstacles

Table 7 the sample's answers to the external obstacles of Funding

M	Ferries	Mean	deviation	Rank	degree
17	Deficiencies in the educational endowment culture- at the university- among the local affluent.	4.24	0.90	1	Very large
7	The low role of the media in explaining the benefits of partnership between universities and economic sectors.	4.02	0.94	2	big
15	control of public perception; Based on the free policy in higher education.	4.00	1.02	3	big
16	The absence of the role of community organizations (charities, forums...etc.) in supporting university education.	3.89	0.98	4	big
1	The limitations of the rules and regulations that support the partnership of institutions and branches of ministries with the university	3.82	0.91	5	big



12	The limited capacity of the private sector to participate in financing projects adopted by the university.	3.80	0.89	6	big
13	Limited incentives granted by institutions and companies to internal trainees (within university programs).	3.80	0.94	7	big
5	Lack of government incentives for institutions that establish a partnership with the university.	3.78	0.90	8	big
3	Low participation of institutions (economic, service, charitable) in the decision-making councils of the university.	3.73	1.00	9	big
6	Limited official incentives from the government for the affluent (donation- endowment -...).	3.73	1.03	10	big
2	The ambiguity of the reference controls that guarantee the preservation of the rights of the various partners (the university, the business community).	3.71	0.99	11	big
4	Lack of training budgets for branches of ministries and institutions in the Najran region.	3.64	0.85	12	big
14	Low awareness among economic institutions of the Kingdom's vision programs that stimulate partnerships with universities.	3.62	0.95	13	big
11	Lack of mutual visits between university officials and productive institutions.	3.62	1.07	14	big
8	The low role of the Chamber of Commerce in coordinating between institutions and economic and service units; Including the university.	3.62	1.11	15	big
9	Poor adherence to the agreements governing the conduct of university research in productive institutions.	3.60	0.98	16	big
10	Low confidence of local institutions and companies in the training programs offered by university institutions.	3.42	1.17	17	big
	<b>The second domain as a whole</b>	<b>3.77</b>	<b>0.98</b>		<b>big</b>

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

The table above exposes the average response of the sample to the external obstacles as a whole amounted to (3.77), with a deviation of (0.98), and reflects the agreement of the leaders on the presence of external obstacles to a (significant) degree. While the rest of the obstacles came with a (significant) rating, and their averages ranged between (4.02- 3.42), and confirm the significant impact of the external environment on diversifying funding and its procedures.

The results of the two areas agree- in general- with the findings of the studies (Al-Faraj, 2020) in Saudi Arabia, and (Al-Mahdi et al., 2020) in the Sultanate of Oman, (Mobegi & Kara (2022) in Kenya, (2020) Joaquim & Cerdeira; In Mozambique, all of which confirmed the existence of challenges facing the diversification of financing sources, as consistent with the studies of Mabrouk and Abdel-Gawad (2022), Al-Juhani (2022), Al-Ghamdi (2021), and (Al-Thubaiti, 2020).; all of them agree to the need of diversifying funding sources for the education.

**The result of the second question:** To what extent are there differences at the level ( $\alpha \geq 0.05$ ) between the averages of the sample answers according to the variables (type- College, type of job, academic qualification, job level, and years of experience)?

To answer the second question, the impact of demographic variables was examined, as follows:

### C. The effect of the variables (gender- faculty- job)

Used test (t) for two independent samples, and the results are shown:

Table 8 results (T-test) to examine the impact of variables (sex- college- job)

variable	Area	Type	N	Mean	St.deviation	Df	T	P-value
Genre/ Genre	internal obstacles	Male	68	3.79	0.73	88	.443	.659
		Female	22	3.71	0.55			
	external obstacles	Male	68	3.78	0.74	88	.188	.851
		Female	22	3.74	0.67			
	The questionnaire as a whole	Male	68	3.78	0.71	88	.345	.731
		Female	22	3.73	0.57			
specialty the college	internal obstacles	Theory	44	3.89	0.61	88	1,708	.091
		Applied	46	3.65	0.74			
	external obstacles	Theory	44	3.95	0.59	88	2,379	.020
		Applied	46	3.60	0.80			
	The questionnaire as a whole	Theory	44	3.92	0.57	88	2,085	.040
		Applied	46	3.63	0.74			
Function	internal obstacles	Academic	74	3.82	0.58	88	1,191	.250
		Administrative	16	3.51	1.04			
	external obstacles	Academic	74	3.83	0.59	88	1,101	.286
		Administrative	16	3.50	1.16			
	The questionnaire as a whole	Academic	74	3.83	0.540	88	1,165	.260
		Administrative	16	3.50	1.08			

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

This signifies values for variables (**Gender-College-Function**) was greater than ( $\alpha \leq 0.05$ ), f T confirmed that there are no statistically significant differences attributed to the variables (L Type, Function) and confirms the agreement of the sample's points of view and their estimates; regardless of differences (Type-function) while I found differences according to the variable (college and specialization) in (external obstacles, and the questionnaire as a whole) “B” significance (0.020, 0.040), respectively; and confirmed that there are significant differences; showing averages that in favor of theoretical faculties at the expense of applied, and the researchers attribute these differences to what Leaders believe theoretical faculties of Poor marketing of their services compared to their applied counterparts; In view of Society’s need for services/products applied, consistent-Generally-with the findings of the study of Al-Mahdi et al. (2020); There were no significant differences according to the variables of the study, It is also consistent with the result of the study of Alotaibi, & Al-Rabee (2023), where no statistically significant differences appeared between the viewpoints of the sample according to the variables of gender and academic rank. While differences were found depending on the specialization variable in favor of scientific specializations.

### D. Examining the impact of the variables (educational qualification, job level, and years of experience)

The one-way ANOVA test was used; the results are in the following table:

Table 9 test results (F) to according to the variables (qualification, Career Level, Years of Experience)

variable	the field	source of contrast	Sum of Squares	df	Mean Square	F	p-value
Educational Qualification	internal obstacles	between groups	4.921	2	2.460	5.766	.004
		within groups	37.121	87	.427		
		Total	42.042	89			
	external obstacles	between groups	6.056	2	3.028	6.518	.002
		within groups	40.414	87	.465		
		Total	46.469	89			
	The questionnaire as a whole	between groups	5.386	2	2.693	6.681	.002
		within groups	35.065	87	.403		
		Total	40.451	89			
Career Level	internal obstacles	between groups	1.564	2	.782	1.681	.192
		within groups	40.477	87	.465		
		Total	42.042	89			
	external obstacles	between groups	1.662	2	.831	1.613	.205
		within groups	44.808	87	.515		
		Total	46.469	89			
	The questionnaire as a whole	between groups	1.605	2	.803	1.797	.172
		within groups	38.846	87	.447		
		Total	40.451	89			
Years of Experience	internal obstacles	between groups	.546	2	.273	.573	.566
		within groups	41.495	87	.477		
		Total	42.042	89			
	external obstacles	between groups	.019	2	.010	.018	.982
		within groups	46.450	87	.534		
		Total	46.469	89			
	The questionnaire as a whole	between groups	.225	2	.112	.243	.785
		within groups	40.226	87	.462		
		Total	40.451	89			

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

The table 9 shows the significance values of the two variables (**job level, years of experience**) bigger ( $\alpha \leq 0.05$ ), it emphasize there is no differences attributed to the two variables, which reflects the consensus of the sample. while differences were found according to the variable (qualification) in the internal constraints, and external, and the questionnaire as a whole; reached (0.002, 0.002, 0.004) to each in succession; It confirms the existence of significant differences depending on qualification, to find out the source of the differences, (Scheffe' Test); the results display that the differences are in favor of a qualification (PhD). The net varies light with a study Al-Mahdi et al. (2020).

**The result of the third question:** What are the proposals and practical perceptions for the development of university resources from the point of view of academic and administrative leaders in the university?

And to answer the open question at the end of the questionnaire, the sample answered; then the researchers limited their answers and combined similar ones, and it consisted of 27 proposals. And to determine the degree of importance of each; It was presented to (5) competent leaders in (Investment, Endowments and Resource Development Unit-Institute of Studies and Consultations-Financial Management) through a written interview form, in order to express their views on it and give each proposal an estimated score between: (1-10) according to the degree of its importance, the results are as follows:

Table 10 proposed solutions from academic and administrative leaders, arranged in descending order according to their importance

N	suggested solutions	Mean	Rank
27	Formation of various houses of expertise in the university to provide paid administrative, medical and engineering services.	9.8	1
18	Investing the university's facilities through investment contracts with external parties, such as: leasing idle buildings for private schools, government institutions, commercial institutions, and specialized training centers.	9.6	2
24	Directing scientific research to solve the problems of the local community and the industrial sector.	9.6	3
26	Allocating a percentage for the researcher from the proceeds of his innovations	9.4	4
25	Marketing scientific research products of Najran University to the local and international community.	9.2	5
4	Involving the private and non-profit sectors in preparing and implementing investment and endowment plans for the university, with incentives for continuity.	9.0	6
5	Establishing independent investment companies affiliated to the University Endowment Department, subject to the regulations of private investment companies.	8.8	7
6	Encouraging merchants and charities to establish a special endowment for the university, as well King Saud University and King Khalid	8.8	8
7	Giving the university a flat budget for investment	8.8	9
16	Improving education and opening qualitative specializations that benefit the labor market	8.8	10
21	Contracting training and qualification agreements with the private and government sectors.	8.8	11
23	Providing means of transportation within the university and between its distant facilities	8.8	12

2	Unifying the planning, regulatory, and oversight bodies of self-resources in one regulatory council, which meets regularly and grants sufficient powers.	8.6	13
9	Establishing a specialized executive department to control self-resources, adopting the principles of governance: the most important of which is transparency and disclosure of regulations, tenders, revenues, and expenditures.	8.6	14
12	Establishing specialized training centers that grant certificates accredited locally and internationally.	8.6	15
17	Building shops on the campus walls and renting them.	8.6	16
8	Allocating sufficient operational budgets for marketing and building relationships with the local and external community.	8.4	17
10	Opening the way for admission to paid programs for resident and international students.	8.4	18
13	Introducing postgraduate programs and continuing education programs.	8.4	19
15	Benefiting from the capabilities of the new university hospital, B Contracting with medical insurance companies to provide health services to the insured.	8.4	20
19	Activating the role of the university media in raising awareness in cooperation with the official and international media.	8.4	21
11	Opening parallel and private education programs with affordable fees for the majority; In addition to free formal education programs.	8.2	22
20	Establishing local and international partnerships in terms of training and exchanging experiences.	8.2	23
14	Motivating colleges, training and consulting centers by giving them a percentage of the return	8.0	24
1	Preparing the executive regulations for the new university system.	7.2*	25
22	Provide housing and transportation for students and trainees with a fee	7.0*	26
3	Updating funding-related regulations and granting more powers to executive units, colleges and centers of an economic nature.	6.4*	27
Total		8.6	

\* The reason for the low average of recent proposals; that one of the experts did not give it a relative weight; already existing or in the making.

Source: Prepared by the authors; Based on the results of the open question in the questionnaire, in addition to the results of the interviews with (5) leaders in the relevant administrative units (2023)

The table above discloses the total average of proposals is (8.6 from 10) with the degree of importance (very large), and the researchers add a brief perception; It includes some additions and procedures that they deem important, as follows:

### The Proposed Scenario of Diversifying Funding Sources at Najran University

#### Reference points

- The strategic goals of Vision 2030 related to education and the development and diversification of the economy, 2016: <https://cutt.us/Z9V22>.
- The Universities System issued by Royal Decree No. (27) dated 02/03/1441 AH/ 2019 AD
- The second strategic plan of Najran University 1442-1446/ 2021-2025.
- Suggestions of academic and administrative leaders at the university.

## Visualization goals

1. Updating the financial, administrative and academic regulations of the university in line with the university system (27) for the year (2019).
2. Enriching alternatives to diversify sources of self-financing for universities, especially Najran University.
3. Upgrading the relationship between the university and its environment to the level of partnership; In order to guarantee interest for all the parties.
4. Exploiting the youth energies of university students; to enable them to entrepreneurship, to realize themselves, and contribute to the development of their university and their communities.
5. Strengthen governance; involving entities related to university decision-making.

### The First General Goal is Preparing the University's Internal Environment to Cope with the Requirements of Diversifying Funding Sources

Table (11) Matrix of objectives to prepare the internal environment and the procedures and means of implementing it

N	subsidiary goals	Implementation procedures and means
1	Investing the products and services of faculties (medicine-engineering-computers...) in profitable projects.	-Customize the unit investment and consulting in each college, it takes care of the college's related projects -Availability of partnership in financing and supervision with the private sector by no more than 50%.
2	Introducing mechanisms to attract international students with fees.	-Formation of a unit for international students. -Dedicating an electronic window to introduce the university and its advantages
3	Doubling the revenues of the university's internal funding sources (restaurants, cafeterias, photo shops, etc.).	-A feasibility study to double the commercial projects within the university (shops-product exhibitions-bazaars-educational devices-handicrafts-...etc). -Expansion of leasing the real estate properties of the university (playgrounds-agricultural areas-shops... etc.).
4	Developing a plan with feasibility studies for joint ventures with the society.	-We assign each college or center one feasibility study each year -Invite the various actors to participate in the discussion of the projects.
5	Developing regulations related to executive procedures for the tasks of the Investment, Endowment and Resources Development Unit.	-Forming a committee to prepare the list. -Holding meetings with endowment officials and preachers for community awareness. -Printing endowment bonds distributed by university students
6	Allocating allocations to enter into investment programs in partnership with the private sector.	-Deduction of 10-15% of the university budget for investment projects. -Allocating part of the university budget according to the program and performance budget instead of fixed items

7	Double the performance-based university programs (parallel-contractual-evening-continuous).	-Creating a continuous learning program (presence-electronic) -Adopting specialized courses in coordination with the branches of the ministries. -Developing inter-programs that combine more than one specialization, in a way that qualifies its graduates to engage in the labor market
8	Conducting surveys of community needs (public, private, industrial, and service).	-Monitoring a budget for surveys, questionnaires and polls. -Designing websites for communication within the university page and on communication sites

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

**The second general objective:** limit the obstacles to diversifying sources of funding for Saudi universities related to the external environment:

Table (12) Matrix of objectives for preparing the external environment of the university and the procedures and means of implementing it

N	subsidiary goals	Implementation procedures and means
1	Spreading the education endowment culture-at the university-among the local affluent.	-Forming an endowment committee from various parties -Expanding educational endowment projects and facilitating their procedures through financial vouchers of limited amounts
2	Activating the role of the media in explaining the benefits of the inclusive partnership with economic sectors.	-Constructing an information committee with Monitoring its balancing -Expanding communication through various means
3	changing public perception; Based on the free policy in higher education.	-Formation of a community awareness committee. -Develop a comprehensive plan to raise awareness that education is the responsibility of everyone, not the state alone, and stress the importance of participating in its financing
4	Involving community organizations (charities, forums, etc.) in supporting university education.	Establishing mixed administrative structures to manage the waqf with an investment-economic approach and with full transparency
5	Finding rules and regulations that support the partnership of institutions and branches of ministries with the university	Simplifying procedures and administrative systems in the field of university financing
6	Finding alternatives to prepare the private sector to participate in financing university projects.	Marketing conferences and seminars and finding sponsors for them

Source: Prepared by the authors; Based on the results of the analysis (SPSS), (2023)

## CONCLUSION

This study aimed to investigate the obstacles of diversifying funding sources at Najran University in the light of Universities System No. 27 of 1441 from perspectives of academic and administrative leaders. The study concluded that the degree of obstacles of diversifying funding sources at Najran University, internal and external, is large; with an average of (3.77). The results also showed that there were no statistically significant differences between the

sample's response according to the variables (type of job, level of employment, years of experience), while differences were found in favor of theoretical colleges in their response to external obstacles and the questionnaire as a whole. And differences were found in favor of the PhD qualification in their answers to the internal and external obstacles and the questionnaire as a whole. In light of the study results, the researchers presented recommendations:

1. The researchers recommend implementing what is included in the proposed vision. and transforming it into executive programs and projects; Various university colleges and relevant community institutions contribute to it.
2. The researchers also found that there is a gap and a need for more studies on this topic, especially the following: (The reality of the suitability of the surrounding environment at Najran University and the determinants of its interaction with the university from the point of view of the owners of institutions and companies. A comparative study with a number of universities).

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