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Mutual Relationships: Saudi Universities and The Private Sector for Economic Development

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Abstract: The purpose of this research is to determine the level of the mutual relationship between Saudi universities and the private sector to achieve Economic development in light of the Kingdom's 2030 vision. The researcher relied heavily on the questionnaire as the primary instrument for data collection for the study, employing a descriptive research design and a quantitative methodology in order to accomplish the goals of the study. The investigation was carried out with a sample size of 180 universities leaders in the southern region of Saudi Arabia, all of them were chosen at random. The findings of this study indicated that leaders had high expectations for a mutual relationship between Saudi universities and the private sector. In addition, the findings demonstrated that there are no statistically significant variations in the mutual relationship between Saudi universities and the private sector with regard to the variables of academic rank, and years of experience.

Keywords: mutual relationship, Saudi universities, private sector, Economic development, the Kingdom's 2030 vision.

1. Introduction

The most significant factors influencing economic growth in the Kingdom of Saudi Arabia are the rising awareness among Saudi citizens of the necessity of relying on non-oil sources of revenue and the active involvement of Saudi universities in attaining collaboration, particularly with the private sector [1]. The Kingdom of Saudi Arabia is currently undergoing an important period in its history, surrounded by numerous political, security, social, and economic challenges and opportunities [2]. In addition to the developmental factors that require universities to adjust to the mechanisms of market economies at the local and international levels in order to strengthen economic capabilities, universities must also adapt to the mechanisms of market economies at the national level [3]. In addition to increasing productivity and competitiveness, establishing mutual relations with the private sector will improve the standard of living and create new economic opportunities [4].

Universities are among the highest organizations tasked with producing the professionals that society requires in a variety of professions. Also, they are the primary hubs for scientific and applied research, without which it would be challenging to advance the economy [5]. The Kingdom of Saudi Arabia has created Vision 2030 to serve as a roadmap for the improvement of all development sectors, the field of education being the most crucial. The vision established general educational objectives, strategies, and orientations so that education is a key driver of economic growth in the country and all-encompassing community development. Saudi universities play a significant and crucial part in realizing the Kingdom's Vision 2030 by fostering all-encompassing sustainable development [6].

The private sector has grown in the Kingdom of Saudi Arabia and is now a significant player in the country's economic, social, and cultural renaissance. Thus, it is crucial for universities to form reciprocal partnerships with them that will have a good impact on economic development in order to improve their relationship with them and assist economic growth

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[6]. The development plans have placed a strong emphasis on a number of initiatives that reflect the future prospects of universities in the Kingdom of Saudi Arabia [7]. These initiatives include connecting scientific research programs and postgraduate studies to issues affecting the environment and society, staying current with advances in knowledge, and increasing the private sector's contribution to achieving the country's higher education sector goals by opening Private colleges [8].

According to the aforementioned, universities have a wealth of intellectual and human resources that can be applied to economic development [9]. They can also conduct research activities in a more systematic manner, offer advisory services to the private sector, and train scientists, researchers, and engineers who visit universities, scientific research centers, and factories to learn about advancements in ideas and scientific and technological means [10]. Examining new industrial models, studying everything written about patents and specific individuals, and paying the workforce to the labor market for the private sector all increase the latter's efficiency because they play a part in ensuring that the relationship is fruitful, ongoing, and efficient [5]. This study developed a proposed relationship between Saudi universities and the private sector to achieve economic development in light of the Kingdom's Vision 2030, as it can be used realistically. For example, research participation, its role in endowments, and other things that enhance the contribution of this relationship to achieving economic development.

The inclusion of all development routes was emphasized in the Kingdom's Vision 2030, which gave special emphasis to human development by focusing on education at all levels [8]. Universities have been charged with the enormous burden of developing human cadres that can keep up with the changes that the Kingdom will experience in all areas during the next years [7]. The Kingdom's Vision 2030 sought to increase the size of the Saudi economy, diversify and sustain the country's economic resources, and increase the private sector's contribution to the nation's gross domestic product. The private sector contributes to the growth of wealth and the provision of a large number of job opportunities that absorb a large portion of employment to reduce poverty, reduce the unemployment rate, and contribute to diversifying the resources of the Saudi economy through the diversity of activities and businesses carried out by the private sector, whether in the service, commodity, or other activity sectors [6].

In light of the increased demand for higher education in Saudi universities over the past few years, efforts should be made to increase the return on investment while providing visions and investment plans for university education that contribute to economic development, particularly in collaboration with the private sector. Vision 2030 of the Kingdom of Saudi Arabia emphasized the contribution of universities to attaining the vision's objectives by providing and qualifying the human element to satisfy the demands of the private sector and economic development. The vision also emphasized the role of the private sector in strengthening its relations with universities and directing those relations towards the development of all fields in the Kingdom of Saudi Arabia and the improvement of economic performance in order to achieve fruitful and effective university-private sector relations.

2. Research Questions

On the basis of the aforementioned, this research seeks to address the following questions:

1. What is the reality of the relationship between Saudi universities and the private sector to achieve economic development in light of the Kingdom's Vision 2030?
2. Are there statistically significant differences in the reality of the relationship between Saudi universities and the private sector to achieve economic development from the point of view of leaders according to the variables of academic rank, and years of experience?

3. Literature Review

Numerous advantages accrue to both universities and the private sector as a result of a strengthened relationship [11]. Obtaining new sources of funding for universities from private sector institutions to improve their performance and sustain their high-cost research activities is one of the advantages for the university [12]. This funding occurs either through the adoption of private sector institutions for university-based research initiatives or in any other manner. In private sector institutions, applied research and scientific training for university students are also conducted, especially those with modern laboratories connected to the production nature [13]. In light of the oversaturation of the higher education market with local and international universities and colleges, this enhances the reputation of universities by keeping up with recent advancements in numerous disciplines [10]. Among the benefits is the production of high-quality scientific research in universities based on the real-world experience of institutions in the private sector [14]. This adds value to university research, as it relates to the environment to which the university belongs and addresses societal issues. In addition to developing educational and rehabilitation plans and postgraduate studies in universities and curricula based on the extant practical and scientific requirements and the prevailing social reality [15]. One of the benefits accruing to universities is

the development of national technical expertise, as the cooperation between universities and private organizations and the development of university scientific research to solve existing problems in those organizations brings university technical (academic) expertise into contact with practical experiences in these organizations [16].

As for private sector organizations, establishing strong ties with universities provides them with a number of benefits, such as access to specialized human cadres and the outcomes of applied research conducted in universities that relate to their productive and applied disciplines [17]. In addition to transferring modern knowledge from universities to the real world and benefiting from it in the creation of new products or methods and techniques of work, innovation also involves the transfer of modern knowledge from universities to the real world and the utilization of this knowledge [18]. In addition, long-term cooperation between the two parties reduces reliance on imported foreign technology, reduces costs, increases the economic return of the private sector, identifies research trends and results, and provides the opportunity to use and operate experimental laboratories and other scientific services and facilities available in universities [19].

In light of the current state of affairs, a number of universities have obtained new funding sources by establishing numerous research positions funded by private sector institutions and businesspeople [20]. As a qualitative addition to the strengthening of the relationship between universities and private sector institutions, this experience must be rigorously evaluated and re-corrected in order to achieve the desired results (Lis, 2021). Among the additional benefits accruing to universities as a result of establishing relationships with institutions from the private sector is the production of high-quality scientific research, which earns them a solid scientific reputation [21]. As the implementation of meaningful applied research directly related to the community will work on the university's local and international credibility and trust, which contributes to increasing the university's chances of obtaining advanced positions in international rankings, this is what our universities hope to achieve in the coming years according to the vision of 2030 [7, 22]. Therefore, strengthening the university's relationships with Saudi business sector institutions will result in numerous benefits for universities in a variety of areas, such as financing study and research programs, and obtaining financial grants to equip their facilities to stay abreast of developments and innovations, which will aid in the performance of their functions and the service of economic development [23, 24].

The objective of higher education is no longer limited to preparing qualified workers to satisfy the requirements of the national economy in order to achieve economic growth [1]. In order for the university to fulfill the requirements of community service, such as being able to graduate a citizen who understands his society and its relationship to other societies and is able to solve development problems, establish a modern society, and lead it to progress and prosperity, the developmental role of the university must expand its scope and capabilities [2]. The essence and mechanisms of the university's economic and developmental function must be developed so that it can serve as a center of expertise for consultations, assistance, aid, and diverse experiences, based on its scientific capabilities, knowledge expertise, and qualified human resources [25]. In addition to employing these capabilities in its various fields of application by establishing cooperation relationships and linking the university with production units in the fields of industry, agriculture, and the business sector, as well as the service sectors, consumer protection agencies, and institutions of civil society [18].

In this way, the university not only maintains its function in the development process but also highlights the value of its community relations to the development process [19]. This enables them to eliminate the negative aspects of certainly flawed conceptions that view universities as nothing more than a financial burden on the government to spend that lacks a fast and direct economic return or return, as well as being unproductive institutions [26]. We need to rethink educational systems, especially higher education, and pay close attention to ideologies, plans, and methods with the goal of bringing about a radical transformation in the way that schools are really run today [21].

In line with the Kingdom's Vision 2030, higher education is charged with ensuring that educational outcomes are in line with the demands of the labor market. To do this, it must form partnerships with organizations that offer training opportunities for these outputs at the local and global levels and establish centers that deal with training human resources in a variety of fields [27]. Education outcomes also received a lot of attention in this vision, as a thorough database would be set up to track students' academic development from the very beginning of their schooling to their advanced stages in order to follow up, assess, and develop the educational results [28]. When looking closely at what was mentioned in the Kingdom's Vision 2030 for higher education, three primary topics stand out:

1. The present university majors need to be reevaluated and revised in order to satisfy the demands of the labor market; this may mean adding courses in some niche areas or eliminating others that may not be relevant to the Kingdom's long-term goals [8].
2. Prioritizing the quality of higher education by forming strategic alliances with foreign institutions and closely monitoring the quality of educational outputs until five Saudi universities are ranked among the top 100 in the world [6].
3. Getting a professor ready to adapt to the changes the Kingdom's vision for higher education hopes to bring about in

By examining the Kingdom's Vision 2030, we conclude that the vision took a completely different path than what the Kingdom followed in the past years in its reliance on oil and its derivatives and that the primary reason for this was an increase in government spending during a period of declining oil revenues. Vision 2030 has affirmed that the time has come for the Saudi economy to become more competitive and reliant on knowledge generators, which are the true source of infinite wealth. In addition, Vision 2030 was designed to encompass all development paths and paid special attention to human development by focusing on education at all stages. Universities were entrusted with the primary responsibility of preparing human cadres capable of keeping pace with the developments that the Kingdom will experience in all fields over the next decade by providing quality education [6]. High quality, and its adoption of the highest standards of educational quality applied in the world's most prestigious universities, with the necessity of continuous review of the services and academic programs provided in order to develop them and strengthen the partnership relationship with the community and private sector institutions and improve cooperation mechanisms between them, and highlighting the university's three main functions, which are education, research, and community service [7].

The planning process in the Kingdom of Saudi Arabia was initiated to invest and develop the available human and economic resources in order to achieve many economic and social goals, including but not limited to increasing the standard of living for citizens, completing the establishment of basic infrastructure, broadening the economic base and sources of national income, expanding human capacities, and encouraging the private sector to significantly contribute to development [8]. Increasing the size and diversity of the economy via the development and exploitation of regional economic resources. The private sector's share of GDP has increased significantly as a result of this strategy at each step of the development process thus far [21].

This situation is considered a major change from what it was during the early stages of the development process. This demonstrates the success of Saudi Arabia's development planning initiatives in diversifying the kingdom's economy and the contribution of the private sector to advancement [6]. In order for the private sector to reach the final level of its involvement, privatization, and play the leading role in it, this assistance enabled the private sector to accomplish necessary strides and phases. According to the development plan, the private sector will play an important role in the privatization process [28]. The Sixth Development Plan's strategic foundation states unequivocally that the government will not engage in commercial endeavors that are best handled by private enterprises. As the government does not engage in any economic activity that can be conducted by the private sector, the plan document states that the current policy of permitting the private sector to carry out a variety of economic responsibilities in the country will be maintained. The Saudi Arabian government's confidence in the strategic foundations of the development plan has contributed to this trend.

This help led to steps and jumps that the private sector had to make in order to get to the last stage of its involvement, which was privatization, and play the main role in it. In the development plan, there was talk about how the private sector plays a role in privatization. In fact, the strategic basis of the Sixth Development Plan makes it clear that the government won't do any work that the private sector could do instead [26]. The text of the plan says that the country should continue to follow a policy that lets the private sector do many economic tasks and that the government should not do any economic tasks that the private sector can do. In allowing the private sector to take on many economic and social tasks and in defining a set of methods to achieve this policy, such as moving forward with the privatization policy and other methods that confirmed the government's practical approach to giving the private sector more roles in economic activities, whether in the field of financing or in developing new economic sectors such as domestic tourism, mining, and the government has shown that it is serious about giving the private sector more roles in economic activities [6].

Vision 2030 for the Kingdom of Saudi Arabia emphasized the role of the private sector in determining the direction of the economy by increasing its contribution to the GDP by 2030. This affirms the government's intention in the coming years to designate significant development roles to the private sector and make it a key partner in the 2030 vision's realization. Consequently, private sector institutions will have reciprocal relations with other state institutions, including universities, to contribute to economic development. A greater proportion of the private sector is now involved in the nation's economic activities and initiatives, which has increased the rate of economic growth based on internal growth factors such as population, employment opportunities, productivity growth, higher incomes, and increased consumer and investment spending. As a result, the economy is now less susceptible to external shocks, particularly changes in the world oil markets [7].

4. Previous Studies

Al-Ghamdi [7] determined the degree of importance of the partnership between the University of Jeddah and the private sector considering the vision of Saudi Arabia 2030, identifying the main obstacles of the partnership between the University of Jeddah and the private sector. According to the study's findings, the University of Jeddah's collaboration with the corporate sector is extremely significant in light of Saudi Arabia's 2030 goal. Also, there were several challenges

to the University of Jeddah's collaboration with the commercial sector. Also, there are no statistically significant gender-based variations in the perspectives of the study's sample participants about the significance of collaboration between the University of Jeddah and the corporate sector. However, due to the variable of the scientific qualification, for the benefit of the members of the faculty of degree, there are statistically significant differences in the opinions of the study's sample participants regarding the significance of the partnership between the University of Jeddah and the private sector (Associate Professor, Assistant Professor).

Al-Hawas [6] evaluated the reality of the partnership between Saudi universities and the corporate sector to promote economic growth in light of the Kingdom's vision 2030. The study sample consisted of two groups, the first being all leaders at four institutions, including university agents, college deans, faculty agents, department heads, and managers in partnership and entrepreneurial offices (801). The second: A portion of the top executives from the biggest private sector businesses in the Kingdom of Saudi Arabia, including Saudi Telecom Company, Saudi Basic Industries Corporation (SABIC), Al-Rajhi Bank, and Saudi Electricity Company (121) people. The questionnaire was a research technique utilized by the researcher. The study's findings demonstrated the need for collaboration between academic institutions and businesses to review curricula in light of labor market demands, for business representatives to sit on the university's board of trustees, for businesses to use university workshops and labs, and for academic institutions to conduct applied research that addresses the issues faced by businesses.

Jonbekova et al [2] investigated Kazakhstan's university-industry partnerships (UIPs). The study detailed here investigated the many forms of business partnerships that universities have engaged in, their goals and advantages, and the contextual hurdles to such alliances. The research indicated that UIPs in Kazakhstan are yet underdeveloped and are mostly restricted to businesses' participation in academic activities, the provision of internships for students, and technical consulting services. Furthermore, it was argued that the policymakers' desire to create strong research collaborations that support innovation and economic growth was hindered by the high teaching loads of faculty members, the lack of institutional support for research, ongoing changes to the higher education system, and the inconsistent priorities of the frequently changing Ministers of Education.

Lis [30] emphasized the connection between HEIs and organizations that affect the expansion of the local economy, particularly the potential for forming local collaborations for innovation. Based on the findings of two joint studies sponsored by the Ministry of Science and Higher Education and research teams at the WSB University in Dabrowa Górnica, the paper describes the characteristics of various industries, the unique role played by local governments, and the activities of universities related to innovation in the economy. One of the projects was carried out inside the DIALOG program's 2019–2020 framework, while the other did so within the Regional Excellence Initiative program's 2019–2022 framework. The primary component of this study was based on a survey of local government officials, which was designed to find out what local managers thought about the actual and proposed roles of universities in the growth of the local economy. The study's findings show, among other things, a large divergence in expectations for how various organizations would cooperate in the process of local development based on innovation and shifts in those cooperation's focus areas.

5. The methodology

In this study, the data and attributes relevant to a population were thoroughly and systematically investigated using a descriptive strategy and a quantitative method. Results from analytical research are presented in quantitative descriptive research. This kind of research aims to characterize or define the issue or event being investigated [31, 32].

5.1. Population and Sample

The research population consisted of leaders from southern universities. Due to the magnitude of the study population, the researcher selected a sample from the initial population using the stratified random sampling technique. The identification of (4) universities, 1120 leaders, and the selection of 200 randomly stratified leaders in accordance with Morgan's sample design are evidence that the population is divided into several universities. 185 out of 200 questionnaires were returned, and five were excluded due to respondents' insufficient responses, leaving (180) surveys that could be analyzed.

5.2. Instrument of Research

Using a Likert scale with five possible values ranging from "1" to "5", questionnaires were used in the present study to collect responses and evaluate respondents' perspectives on each of the survey's themes. It was separated into two distinct sections. The "gender, college, and years of experience" of respondents is an example of the personally identifying information collected in the first section of the questionnaire. The 19 queries contained in Part 2 evaluate the mutual relationship between universities and the private sector, including items 1-19. Al-Ghamdi [7] and Al-Hawas [6] conducted

the investigations that serve as the basis for the information presented in this section.

Validity of Instrument

Ten faculty members from Saudi universities who specialize in educational sciences were shown the research instrument in order to ensure its validity. These specialists have been tasked with evaluating the instrument's linguistic structure and scientific precision and clarity. According to the consensus of the specialists, everything was accepted with only a few minor language modifications.

5.3. Reliability of Instrument

According to the concept of instrument consistency, results from the same instrument used on the same population in the same circumstance may be believed to be accurate. The accuracy of the respondents' responses was evaluated using the Cronbach alpha test. According to Saunders et al [33], a score of (60%) or above indicates that the consistency of the responses is optimal. The computed internal consistency coefficient for the mutual relationship between universities and the private sector was (0.885). This demonstrates the internal consistency of the study instrument's items, as demonstrated by a Cronbach Alpha coefficient value of greater than 0.60.

5.4. Data Analysis

Using the capabilities in the SPSS program intended for mean comparisons, independent sample t-tests, and one-way analysis of variance, the researcher carried out an investigation of the issues revealed by the study. When comparing means between two groups, the independent sample t-test is appropriate, whereas when comparing means across three or more groups, the Anova One-Way test is more appropriate [34]. This is a table containing the means that were chosen for use in the data analysis.

Table 1: Interpretation of means

Means	Explanation
1,00-2.33	Disagree (DA)
2.34-3.67	Moderate Agree (MA)
3.68-5.00	Agree (A)

6. Findings and Discussion

Using descriptive analysis, the respondents' profile was broken down into their component parts, which included their "years of experience, and academic rank". 40.6% of respondents have between 6 and 10 years of experience, 31.7% of the total respondents have between 11 and 15 years of experience, 23.3% of respondents have more than 15, and 4.4% of respondents have between 1 and 5 years of experience. According to the figures in Table 3, the vast majority of respondents 52.8% of respondents are associate professors, 38.9% of the total respondents are assistant professors, and 2.2% of respondents are professors.

Table 2: Profile of Respondents

The variable	Categories	N	%
Years of experience	1-5 years	8	4.4
	6-10 years	73	40.6
	11-15 years	57	31.7
	More than 15	42	23.3
Academic rank	Assistant Professor	70	38.9
	Associate Professor	95	52.8
	Professor	15	8.3

The first study question was answered by the researcher's use of mean values and standard deviations to examine the reality of the relationship between Saudi universities and the private sector to achieve economic development in light of the Kingdom's Vision 2030.

Table 3: Means and standard deviation

N	Items	Means	St. devs	Results
1	The university encourages private sector institutions to adopt research plans at the university that contribute to economic development	4.15	0.93	A
2	The university provides advice to private sector organizations	4.12	0.98	A
3	The current legislation and regulations allow the university to establish a	4.02	0.96	A

	partnership relationship in various aspects with private sector institutions			
4	The university stimulates its distinguished cadres to cooperate with private sector institutions	4.19	0.99	A
5	The university holds conferences and workshops on economic development and invites representatives of the private sector and businesspeople to these events.	4.76	0.93	A
6	The university cooperates with private sector institutions in marketing university services	4.07	0.99	A
7	The university provides training and continuing education services for cadres of private sector institutions	4.23	1.03	A
8	The university is interested in spreading awareness about the importance of the relationship between the university and private sector institutions and its role in economic development	3.87	0.98	A
9	The university enters into cooperative education contracts with private sector institutions	3.85	0.94	A
10	The university is interested in inviting distinguished businessmen to give lectures at the university about their successful experiences	4.01	0.96	A
11	The university participates in private sector institutions in producing new scientific innovations	3.72	0.98	A
12	The university provides the information that private sector organizations need to improve their performance	3.97	1.03	A
13	The university conducts applied research that addresses the problems of private sector institutions and their marketing	4.03	1.00	A
14	The university involves experts from private sector institutions in student training and research supervision	4.06	1.03	A
15	The university has a partnership office with private sector institutions	4.05	0.93	A
16	The university has a center for marketing university services to private sector institutions	3.95	0.97	A
17	The university allows private sector institutions to benefit from its workshops and laboratories	4.09	0.95	A
18	There are private members on the university's board of trustees	4.12	1.08	A
19	The university provides training and continuing education services for cadres of private sector institutions	4.15	1.02	A
	Total	4.07	0.71	A

According to Table 4, the reality of the relationship between Saudi universities and the private sector to achieve economic development had a mean value of (4.07) and a standard deviation of (0.71). This indicates that leaders from southern universities have high expectations for mutual relationships between universities and the private sector. This finding agrees with that of Al-Ghamdi [7] and Al-Hawas [6]. But the findings did not agree with the results of Jonbekova et al [2] and Lis [26].

The item with the greatest mean value among the mutual relationships between universities and the private sector is item 5, which reads, "The university holds conferences and workshops on economic development and invites representatives of the private sector and businesspeople to these events" (4.76). While among the means, item 11, "The university participates in private sector institutions in producing new scientific innovations" has the lowest value (3.72).

This outcome can be explained by the desire of university administrators to capitalize on the possibilities for private sector funding of research initiatives. These executives promote the adoption of research strategies at the university that support economic development by private sector organizations. In addition, university administrators recognize that they are carrying out their responsibility by giving private sector organizations guidance in accordance with their capacity and available time. This outcome can also be explained by the fact that people in charge of creating university laws and policies are aware of the function of universities in collaboration with the commercial sector to achieve societal goals. Which forces them to guarantee these laws and policies and everything else that permits the development of a partnership connection in a variety of ways with institutions from the private sector. Additionally, university administrators are aware that their real demonstration of this desire inspires their esteemed cadres to work together with private sector organizations to a certain extent. Additionally, seminars are regularly and consistently arranged, which raises university administrators' support of conferences on economic growth.

To answer the second research question, the study employed the Anova One Way to determine if there were statistically significant variations in the reality of the relationship between Saudi universities and the private sector to achieve

economic development from the point of view of leaders according to the variables of academic rank, and years of experience.

Table 4: ANOVA test

Variable	Groups	Sum of Squares	df	Mean Square	F	Sig
Years of experience	Between groups	0.412	3	0.085	0.787	0.785
	Within groups	42.523	177	0.097		
	Total	42.935	180			
Academic rank	Between groups	0.403	3	0.075	0.854	0.698
	Within groups	41.825	177	0.089		
	Total	42.228	180			

According to Table No. 5, there were no differences between the groups in terms of years of experience or academic ranks. Where Sig are academic ranks (0.698) and years of experience (0.785), this shows that neither the academic ranks nor the years of experience have a statistically significant impact on the collaboration between Saudi universities and the commercial sector to accomplish economic growth.

7. Conclusion

The objective of this research was to better understand how Saudi universities and the private sector may cooperate to achieve economic development in line with the Kingdom's 2030 vision. This shows that university officials want to take advantage of the potential for commercial sector sponsorship of research projects. These executives push for the university to embrace research methods that aid in the growth of the private sector's economy. Additionally, university administrators are aware that they are fulfilling their duty by providing advice to private sector businesses in line with their resources and available time. This fact is that those in charge of establishing university legislation and policies are aware of how universities work with the private sector to advance social objectives. This pushes them to uphold these rules, policies, and everything else that enables the formation of a partnership link with organizations from the private sector in a number of ways. Additionally, university administrators are aware that by really expressing this intention, their renowned cadres are motivated to cooperate with private sector businesses to some level. The regular and consistent scheduling of seminars also increases university administrators' support for economic growth conferences.

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9. Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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