

PROMOTION AND PARTICIPATION OF SAUDI UNIVERSITIES TOWARDS THE DEVELOPMENT OF ENTREPRENEURIAL LEADERSHIP—AN EMPIRICAL STUDY IN SAUDI ARABIAN CONTEXT

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ABSTRACT

This research study unveils the fact that, what role Saudi Universities play towards developing the “Entrepreneurial Leadership”, which ultimately leads toward the sustainable economic growth of the country. This study reviews the literature about KSA’s sustainable economic development based upon entrepreneurship practices and high employment rate due to entrepreneurship oriented job opportunities. Critical examination study model and explanatory research design, furnish the research with the statistical conclusion where a quantitative conclusion is withdrawn from data. Here the focus is that how successful the HEI (Higher Education Commission) of KSA remained in inculcating entrepreneurial competencies in young citizens through educational programs. The main aim of this research is to endorse, universities educational adoption techniques to produce entrepreneurs and lucrative human capital. Consequently, the research results points to the fact that Higher Instructions are leavering to develop entrepreneurship among the youth by providing a significant platform of support. Promotion and participation of the universities towards this cause is worthy in order to achieve the country’s goal of sustainable economic development. Impact of “Entrepreneurial Practitioner Learning” is measured through this research.

Keywords: Entrepreneurship, Entrepreneurial Leadership, Entrepreneurial Practitioner Learning, Ethnographic Study, SME’s, Entrepreneurial Development.

INTRODUCTION

Saudi Arabia is ranked second highest among 49 countries, in providing lucrative and favourable “*Entrepreneurship Opportunities*” for its young population (Ashri, 2019). According to Global Entrepreneurship Monitor report (2019), 76.3 percent of young entrepreneurs get full support, by virtue of country’s flexible policy and other advantages to start their own business (Ashri, 2019). This high percentage reveals that Saudi Arabia is in the phase of diversifying revenues to comply with its vision of “*thriving economy*” by 2030 (Ashri, 2019). International economists have perceived the fact that entrepreneurial businesses are the spinal cord of every economy. The Chairman and CEO of Brian Tracy International, Brian Tracy, narrated in his online article that economical boast relies on encouraging Entrepreneurs.

Since last two decades, Saudi Arabia is trying to induce Entrepreneurship skills into its young learners by implementing entrepreneurial promotion programs at the baseline level. Saudi higher education commission is playing a vital role in encouraging entrepreneurship by working on the vision of inducing entrepreneurial competencies, entrepreneurship abilities and the

comprehensive aptitude building of young students towards taking business initiatives. Their vision is to induce practical skills and knowledge in entrepreneurs to make them capable so that they can partake in professional activities and are able to start their own business immediately after graduation. Universities are paying attention to nurture students with strategic abilities along with making them proficient in their core area of studies (Ababtain & Akinwale, 2019; Abidi & Khan, 2018). Higher education expects higher employment rate and start up business by introducing these programs in universities.

LITERATURE REVIEW

Role of Universities in Entrepreneurial Development

Higher education plays a role in meeting the nation's socio-economic needs and safeguarding social justice and democratic values (Punch, 2013). Higher Education Institution (HEIs) also plays an important role in local development networks and so-called training fields (Morgan, 2007; Tipple et al., 2012). Universities not only produce highly skilled and qualified human resources, but they also help to develop new ideas and businesses. Research studies demonstrated that universities' traditional role in the performance of educational systems as it is important in supporting innovative strategies for interconnecting with business and industry. Therefore, in the report, universities' position in promoting business and industry strategies to their attractive goals in academic studies is stated. The referred study shows that there is a clear relationship between the traditional Small Medium Enterprises with the educational institutions and the product innovations that are the result of the process's increasing nature and activities that can sustain business performance improvements (Kaur, 2015). This part of training and educating individuals appropriately to become entrepreneurs is the responsibility of the universities. Several higher education institutions have adopted entrepreneurship programs and by virtue of these academic programs, they are providing society with future entrepreneurial leadership (Arab News, 2019). Through adoption of these programs, the universities can introduce new strategies to link education with the business industry and enhance knowledge regarding importance of entrepreneurship on the country's economy (Kolaković, 2006). In an article by Arab news, the author narrates that Dr. Taghreed Al Saraj says, "*We have a lot of interest and the buzzword in Saudi Arabia now is 'entrepreneurship.'*" However, she also says, "*All entrepreneurs fail two times, or even more before they produce projects worthy of acclaim,*" (Arab News, 2019). Entrepreneurial education is influenced by external and personal factors; communication skills and higher mental skills are personal factors whereas, social, economic and political conditions of the country are considered as external factors (Masri et al., 2010; Esmail, 2018). Government initiatives, economic conditions and industrial relations have also been stated as external factors to the entrepreneurial development of leadership, while universities, infrastructure and funds are partly linked to internal and external factors for the development of leadership. Attitude, qualifications and intention are internal factors that involve an individual in business development.

Role Played by Saudi Universities in Promoting Entrepreneurship KSA's Universities promoting critical thinking

There are several higher education institutions in Saudi Arabia, which are promoting critical thinking ability and strategic ability of these students (Bura.brunel.ac.uk, 2019). Few of the most prominent higher education institutions, which are playing a positive role in the intellectual development of individuals and making them capable of establishing entrepreneur set up, include Umm Al-Qura University, Prince Mohammad Bin Fahad University and King Saud University. These institutions believe in empowering students by researches and conclusive study models (Bura.brunel.ac.uk, 2019). These institutions provide on-going support to entrepreneurs.

Universities Imparting Knowledge in the Field of Entrepreneurship or Supportive Academic Programs

There are dozens of universities in Saudi Arabia, which are offering training programs of different level to support businesses of different genre (Team, 2019). King Fahad University of Petroleum and Minerals has incepted its Entrepreneurship Institute (EI) institute with the vision of supporting young Saudi entrepreneurs. Not only academic support is provided but mentorship programs are also offered for entrepreneurs. Young entrepreneurs are educated with presentation skills, research, designing and support in handling of laboratory facilities in Jazan University. They have also partnered up with expert trainers for the development of their entrepreneurial program.

World Bank Cooperation Program and King Abdulaziz City for Science and Technology (KACST)

KACST has formed several institutions in collaboration with the World Bank. These institutes for promoting research and entrepreneurship include the Badir Program for Technology Incubators (BPTI) and the Saudi Business Incubators Network (SBIN). Other than these in house institutes, there are several other training programs launched by this university in order to cater learners throughout country for supporting their entrepreneurship program. This institution is also providing technical help to young entrepreneurs by helping them assessing their business needs, helping them to adopt technological advancement and innovation, helping them to find out financiers and investors for SMEs and keeping follow-ups with entrepreneurs (Hendry, 2000; Plechero, 2009; Mitanoski et al., 2013). Hassan (2014) states that entrepreneurial education is not particularly or positively related to start-up business, rather it helps universities and government to introduce activities that will aid in tackling the unemployment issue among youth.

Universities Serving as Business Accelerating Centre

King Abdulaziz University Business Accelerator (KAUACC) assists young entrepreneurs to help them develop Entrepreneurial leadership skills for running their enterprises smoothly. King Abdulaziz University (KAU) provide all support to students and young businessmen come up with mature and innovative business ideas but need professional help and expertise to execute those ideas. KAU the higher education institution is renowned for transforming ideas of young

and energetic entrepreneurs into real-time products and execute their business idea into a successful and lucrative business. Universities can provide support to entrepreneurs by introduction of incubation centres and support programs. Support programs must include networks with present entrepreneurs and benefactors. These resources can encourage entrepreneurship into the culture of Saudi Arab, motivating students to present innovative ideas relating entrepreneurship into the economy. Other resources that universities can offer are research centres and education programs. Moreover, students pursuing entrepreneurship should have accessibility to different networks; this can enhance their skills and increase interactions. These are best methods to employ their infrastructure and resources for motivating entrepreneurship among students (Yusuf & Atassi, 2016). Saudi Arab has introduced various awards: Prince Salman Award for Entrepreneurship, the Most Competitive Youth Award, and the Fastest 100 rowing Companies Award at the General Authority for Investment to motivate start-up business and entrepreneurship in students. (Alessa & Alajmi, 2017). KAU offers an entrepreneurship program in collaboration with the Babson Global which is ranked one in the field of entrepreneurship. The program is designed and delivered by the Babson College experts who empower entrepreneurial leadership and entrepreneurship in the Kingdom which is outlined for Vision 2030. His Royal Highness Prince Mohammad Bin Salman ensures to empower youth in the Kingdom through the power of Entrepreneurship.

KSA Universities Promoting Leadership Skills

King Fahad university of Petroleum and Minerals has served as a leading Entrepreneurship Institute (EI) establishing networks of business leaders and alumni to assist in imparting leadership qualities in entrepreneurs. Similarly, mentoring programs are conducted to promote entrepreneur leadership in Saudi Arab. Another university working towards building entrepreneur leadership is Prince Mohammad Bin Salman College (MBSC) of Business and Entrepreneurship. Their motive is to make students capable enough to recognize and mould opportunities (Alessa & Alajmi, 2017). The Madinah Institute for Leadership and Entrepreneurship (MILE) organize sessions with various eminent speakers from international institutions and firms to teach business and leadership skills, providing understanding of different global entrepreneurship practise. The purpose of universities are to provide young entrepreneur with educational resources and accessibility to global network of entrepreneurs and expert trainers to prompt them to initiate innovative projects which would aid in the development of the kingdom. Their aim is recognize entrepreneurial leaders from among the students. This support extends to national and international projects which will help establish important strategic partnerships in service of the Kingdom's Vision 2030.

RESEARCH METHODOLOGY

The synthesis of the current study's is based on crucial examination of first-hand as well as the literature review of previous conducted studies quantitative methodology is a tool used in this research. The research had taken into account about 158 participants from Saudi Arabia university, including businesses men and scholars from five major universities. 150 alumni were also taken into account for further investigation. In this analysis, a type of non-probability sampling method was utilized which relies on the data collection from community participants who can conveniently engage in the online survey research, convenience samples (also called

accessibility sampling) are used. The data was collected through interview and questionnaire. In order to measure Saudi Universities' understanding of business attributes and their position in fostering entrepreneurship, a standardized questionnaire had been created. In that the Questions concerned universities and its effect on the growth of entrepreneurship skills and attitudes in the Kingdom, which were answered in this questionnaire through likert scale. The questionnaire also included other advantages for entrepreneurship. The researchers take an inductive and deductive approach because there is wide evidence of entrepreneurship and the gap between learning about entrepreneurship and promotional services in the university.

Research Design

The research structure was cross-sectional, descriptive and non-experimental quantitative studies conducted at a single time in a population of 158 participants, which was intended to be represented (panoramic snapshots). Faculty members and respondents were selected from the universities of KSA where entrepreneurship programs were being taught, to be incorporated in this academic study. 150 Alumni who are connected with the university were also included in the research. A structure questionnaires were being circulated for their response towards development of entrepreneurial leadership.

Rationale: This design was based on collecting information from a few pre-existing research sources and expands the research by clarifying existing concept.

Sampling

The participants were selected based on Inclusion and Exclusion Criteria of Research i.e. only those universities respondents were included in the research, which had entrepreneurship programs, or where entrepreneurship was being taught as a part of academic courses and those who were working as entrepreneurs. Those faculty members were excluded from the research those who had no exposure to entrepreneurship as per academic perspective or the individuals not engaged in entrepreneurship. The Alumni who are already working as a entrepreneurs were included in the research.

Objective

The core objective of executing this academic research was to comprehend the role of Saudi Universities and higher education institutions towards developing entrepreneurship and business leadership. Universities inculcate all required knowledge and improve the ability of students to think critically. This critical thinking helps these students to analyse markets, start businesses with low capital and earn a high profit margin. Here we were analysing the impact of these university oriented entrepreneurship programs by providing an online survey to establish the fact that what abilities and competencies are inculcated into these students, either they find themselves in a better position to become entrepreneur or not. The educational and co-educational entrepreneurship developments programs were considered fruitful for them and were they motivated to incept their business or not.

Data Collection and Analysis

The data was collected through online survey by sending the questionnaire to the subjected 308 (faculties and alumni) respondents. They were requested to fill the questionnaire according to their comfort and availability. Consent form was also attached in order to take their consent and to inform them that these questionnaires would be included in the research study.

Data was analysed using SPSS 2.0 to derive the results out of it.

Raw data obtained from the questionnaires were further assessed in an excel sheet which was sent and exported for further study to numerical analytical technology. The software tool used for the numerical analysis was SPSS 2.0. The results were evaluated with the program SPSS 20.1. Descriptive data was used to analyse continuous and categorical data which were presented as mean, standard deviation, and percentage, while chi-square tests, ANOVA, and rankings were used to analyse proportions. $P < 0.05$ were deemed important as it showed greater significance.

Participants were chosen from different Saudi universities, which currently provides the Entrepreneurship Program, from researchers, scholars to university academic staff were actively involved in entrepreneurship education and research. Most of the 150 participants (94.94%) had a PhD and research publications and were designated by assistant professor 36 (22.78%); this is evident in the Table 1 below:

Table 1
STATISTICAL ANALYSIS OF QUESTIONS IS AS FOLLOW

Designations	Entrepreneurship Program in Institution		Total n(%)	Qualification		Total n(%)	Age					Experience				
	Opinions			Pursuing PHD n(%)	PhD with Research Publications n(%)		Statistical Descriptors			Statistical Descriptors		Statistical Descriptors		Statistical Descriptors		
	Yes n(%)	No n(%)					Minimum	Maximum	Range	Mean \pm SD	N	Maximum	Minimum	Range	Mean \pm SD	n
Research Scholar	34(21.52%)	0	34(21.52%)	5(3.16%)	29(18.35%)	34(21.52%)	22	29	17	32.09 \pm 3.70	34(21.52%)	1	3	2	2.09 \pm 0.56	34(21.52%)
Lecturer	34(21.52%)	0	34(21.52%)	1(0.63%)	33(20.89%)	34(21.52%)	30	53	23	39.32 \pm 6.29	34(21.52%)	1	11	10	7.79 \pm 2.86	34(21.52%)
Assistant Professor	36(22.78%)	0	36(22.78%)	2(1.27%)	34(21.52%)	36(22.78%)	30	49	19	35.78 \pm 6.67	36(22.78%)	10	23	12	16.25 \pm 7.44	36(22.78%)
Associate Professor	30(18.99%)	0	30(18.99%)	0	30(18.99%)	30(18.99%)	35	49	14	41.93 \pm 3.41	30(18.99%)	15	25	10	11.63 \pm 7.44	30(18.99%)
Professor	24(15.19%)	0	24(15.19%)	0	24(15.19%)	24(15.19%)	50	57	7	53.008 \pm 2.46	24(15.19%)	23	27	4	23.25 \pm 2.46	24(15.19%)
Total	158(100%)	0(0.00%)	158(100%)	8(6.06%)	150(94.94%)	158(100%)	22	57	35	39.53 \pm 8.25	158(100%)	1	27	26	9.38 \pm 6.53	158(100%)

The respondents were from different Saudi universities in the age group (22-57) years with an average age of (39.53/40) years, whereas the following table provides the respective range from each different designations.

The participants had a total average experience of 9.38 years, while the various designations were mentioned in the following Table 2.

Overall Course (Program) Content Perception

Respondents to the Entrepreneurship Program had been introduced at numerous Saudi universities as can be seen from the table below. The design cohort is under one year 61 (38.61%), indicated that the university's administering education was still an undertaking by itself at the initial stage. In fact, they assume that there was no statistical difference between the ratios of different periods by using the chi-square ratio consistency method.

Designations	Since how long has your institution been running this Program?			Total n(%)
	Periods			
	Less than one year n(%)	(1-5) year n(%)	(5-10) year n(%)	
Research Scholar	16(10.13%)	9(5.70%)	9(5.70%)	34(21.52%)
Lecturer	13(8.23%)	12(7.59%)	9(5.70%)	34(21.52%)
Assistant	14(8.86%)	12(7.59%)	10(6.33%)	36(22.78%)
Professor				
Associate Professor	11(6.96%)	10(6.33%)	9(5.70%)	30(18.99%)
Professor	7(4.43%)	7(4.43%)	10(6.33%)	24(15.19%)
Total	61(38.61%)	50(31.65%)	47(29.75%)	158(100%)
p-value of chi-square test of independence	0.92			

The below are the general thoughts about the respondents to the entrepreneur plan decided on a variety of conditions, and some of the criteria that can be seen in the Table 3 below seem to be not accepted.

Study Methods and Techniques (for creating Entrepreneur Qualities)

These are the different methods and strategies used to build entrepreneurial skills among learners. These were rated by a weighted average and were based on the value of each weight. The following table was therefore based on the weighted average of the different methods. Again, one-way ANOVA was used to test if the differences between the method and techniques are significant, and it can be encountered that the p-value is 0.334(>0.05), so statistically, it cannot be said that all methodologies differ. There is no statistically significant difference (Table 4).

Table 3
GENERAL THOUGHTS ABOUT THE RESPONDENTS TO THE ENTREPRENEUR PLAN DECIDED ON A VARIETY OF CONDITIONS

Course Content Related Parameters	Opinions in Aggregate					Likert Score	Outcome
	Strongly Agree n(%)	Agree n(%)	Cannot say n(%)	Disagree n(%)	Strongly Disagree n(%)	Mean \pm SD	
The Course outlines and Skills related to Entrepreneurial Leadership	22.78	20.25	18.35	17.09	21.52	3.06 \pm 1.45	Agree to Large Extent
Availability of Specilized Faculties in Entrepreneurship	19.62	19.62	22.78	20.89	17.09	3.04 \pm 1.35	
Focus of Course Content on Creativity and Innovativeness	34(21.52)	36(22.78)	29(18.35)	23(14.56)	36(22.78)	3.06 \pm 1.46	
The course content focuses on Knowledge for commercial and legal aspect of business.	31(19.62%)	38(24.05%)	31(19.62%)	38(24.05%)	20(12.66%)	3.14 \pm 1.34	
The course content helps in development of Risk taking ability.	41(25.95%)	28(17.72%)	29(18.35%)	26(16.46%)	34(21.52%)	3.10 \pm 1.49	
Enough resources are available to carry out the Program	27(17.09%)	31(19.62%)	27(17.09%)	46(29.11%)	27(17.09%)	2.91 \pm 1.36	Do not agree to some extent
The course has equal distribution of practical and theoretical	24(15.19%)	38(24.05%)	36(22.78%)	33(20.89%)	27(17.09%)	2.99 \pm 1.32	
This course was designed specially to improve the ability to think and solve problems as an entrepreneur	31(19.62%)	29(18.35%)	25(15.82%)	35(22.15%)	38(24.05%)	2.87 \pm 1.46	
The course content helps in development of Problem solving attitude	20(12.66%)	36(22.78%)	25(15.82%)	45(28.48%)	32(20.25%)	2.79 \pm 1.34	

Table 4
TECHNIQUES FOR CREATING ENTREPRENEUR QUALITIES

Study Methods and Factors	Weighted Mean \pm SD	Rank in term of weighted mean
Structured Syllabus	4.33 \pm 1.93	1
Case Studies	4.12 \pm 1.98	2
Industry-Academia interaction	4.03 \pm 1.96	3
Assignment and Projects	3.99 \pm 1.99	4
Business Games	3.91 \pm 1.99	5
Role Play	3.91 \pm 2.06	6
Psychological counselling	3.81 \pm 2.14	7
p-value of one-way ANOVA	0.334	

Support and Assistance

The follows are the specific views on the support and assistance offered by the university for the Enterprise Project, in which the criteria tend not to be entirely consistent, as shown in the following Table 5. However, limited support seems to be necessary. Also, one-way ANOVA was used to evaluate, if there were substantially different assistance and support variable and if the p-

value is demonstrating to be 0.706 (>0.05), it can, therefore, be said that objectively the various supports and assistance parameters are not significantly different.

Institution Support and Assistance	Opinions in aggregate					Likert Score	Outcome
	Strongly Agree n(%)	Agree n(%)	Cannot say n(%)	Disagree n(%)	Strongly Disagree n(%)	Mean \pm SD	
The institution assists in providing business plan to the entrepreneurs	26(22.78%)	31(19.62%)	32(20.25%)	33(20.89%)	36(22.78%)	2.86 \pm 1.40	Do not agree to some extent
The Institution provides consultancy to the entrepreneurs	34(17.09%)	26(16.46%)	37(23.42%)	25(15.82%)	36(22.78%)	2.98 \pm 1.45	
The institution has business incubation facilities	27(17.09%)	38(24.05%)	29(18.35%)	31(19.62%)	32(20.25%)	2.97 \pm 1.40	
p-value of one-way ANOVA	0.706						

Internship

The Table 6 indicates that majority 84 (.53.16%) accepted that on the topic the students who were enrolled in the Entrepreneurship Program were not equipped with field training. In fact, the freedom of the chi-square analysis demonstrate that the views were not university-based.

Universities	Opinions		Total n(%)
	Yes n(%)	No n(%)	
Jazan University	14(8.86%)	18(11.38%)	32(20.25%)
King Saud University	15(9.40%)	17(10.76%)	32(20.25%)
Saudi Electronic University	19(12.03%)	15(9.49%)	34(21.52%)
Hail University	14(8.86%)	20(12.66%)	34(21.52%)
King Faisal University	12(7.59%)	14(8.85%)	26(16.46%)
Total	74(46.84%)	84(53.16%)	158(100%)
p-value of chi-square test of independence	0.79		

The below Table 7 depicts that majority of the participants opined about the provision of training is beneficial for practical exposure for the associated challenges with the entrepreneurship.

Table 7
OPINIONS IN AGGREGATE

Internship Support	Strongly Agree n(%)	Agree n(%)	Cannot Say n(%)	Disagree n(%)	Strongly Disagree n(%)	Likert Score Mean \pm SD	Outcome
The field Training Provides Practical Exposure to the challenges and Issues Associated with Business	33(20.89%)	39(24.68%)	21(13.29%)	31(19.62%)	32(20.25%)	3.04 \pm 1.46	Agree to some extent

Industry Preference

The below are the different industry priorities for businessman (Table 8). It is classified by the weighted average and by the importance of each weight. The following table is therefore based on the weighted average of the different methods. Henceforth, to test if there is a significant difference among the different industry preference or not one-way ANOVA is applied, and it is found that the p-value is 0.8314 (>0.05), therefore it can be said that there is statistically no significant difference among the different industry preferences.

Table 8
INDUSTRY PREFERENCE FOR ENTREPRENEURSHIP

	Weighted Mean \pmSD	Rank in term of weighted mean
Healthcare	4.25 \pm 1.89	1
Information Technology	4.04 \pm 1.95	2
Petroleum	4.03 \pm 1.86	3
Others	4.01 \pm 2.19	4
Construction	4.00 \pm 1.86	5

Financial Aid

The following are the particular analysis on financial aid counted through the performed survey (Table 9), where the respondents thought that the organization was offering financial assistance and claiming that it was granting bank loans for beginning their own business.

Table 9
ANALYSIS ON FINANCIAL AID COUNTED THROUGH THE PERFORMED SURVEY

Collaborati on with Corporate Houses	Opinions in aggregate					Likert Score Mean \pm SD	Outcome
	Strongly Agree n(%)	Agree n(%)	Cannot Say n(%)	Disagree n(%)	Strongly Disagree n(%)		
The institution Provides Financial guarantee to The Entrepreneurs	34(17.09%)	27(17.09%)	30(18.99%)	28(17.72%)	39(24.68%)	2.93 \pm 1.48	Do not agree to some extent
The institution Provides Financial assistance to The entrepreneurs (Provide support to get loan from the bank).	39(24.68%)	23(14.56%)	39(24.68%)	34(17.09%)	23(14.56%)	3.13 \pm 1.38	Agree to some extent

Collaboration with Corporate House

The following are the overall opinions about the collaboration between the University and Corporate Houses (Table 10), where the analysis do not seem to observe any significant progress in this direction, as shown in the following table. Again, a two-tailed pair t-test is applied to test if there is a significant difference among the two opinions, and it is found that the p-value is 0.8314(>0.05), therefore we can say there is statistically no significant difference among the two opinions.

Collaboration with Corporate Houses	Opinions in aggregate					Likert Score Mean \pm SD	Outcome
	Strongly Agree n(%)	Agree n(%)	Cannot Say n(%)	Disagree n(%)	Strongly Disagree n(%)		
The Institution has an Association for students' entrepreneurs	32(20.25%)	22(13.92%)	37(23.42%)	31(19.62%)	36(22.78%)	2.89 \pm 1.43	Do not agree to some extent
Institute has a Center of Excellence for Entrepreneurship	36(22.78%)	18(11.39%)	33(20.89%)	37(23.42%)	34(21.52%)	2.91 \pm 1.45	
Pair t-test for the difference of two means	0.861						

The findings reflected the effort initiated by colleges and universities to foster business leadership in the current scenario and the outcomes of the initiative. In addition, the findings draw a blue print that gives policy recommendations to promote enterprise in the Kingdom of Saudi Arabia. The findings examine the Government's leadership initiative.

Variables		Curriculum	Infrastructure & Collaborations	Funding & Incubation
Strategic Decision Making Ability	Pearson Correlation	0.773	0.448	0.638
	Sig. (2-tailed)	0	0	0
Personality & Leadership	Pearson Correlation		0.452	0.523
	Sig. (2-tailed)		0	0
Motivation for startups	Pearson Correlation			0.106
	Sig. (2-tailed)			0.032

The above Table 11 presents the Pearson correlation analysis. The correlation analysis shows the linearity between the variables not the strength of association between dependent and independent variables represented by r and p value, while r is degree of correlation and p

signifies significance level. It is evident from the table that strategic decision making capability does showed a significant positive linear relationship with University curriculum ($r=0.773$, $p<0.05$), Infrastructure and industrial collaborations ($r=0.448$, $p<0.05$) and positive correlated with funding and incubation ($r=0.638$, $p<0.05$). Personality & Leaderships positively correlated with infrastructure and industrial collaboration ($r=0.452$, $p<0.05$) and funding and incubation ($r=0.523$, $p<0.05$). The motivation for start-ups is positively correlated with funding and incubation ($r=0.106$, $p<0.05$). The correlation values are positive, mean when university curriculum, infrastructure are positive the positive entrepreneurial leadership could be observed among the students. Hence it could be said that Saudi University provide a platform for development of entrepreneurial leadership.

DISCUSSION

The analysis covers the role of faculty practitioners who provide enterprise training methods to students and businessmen in the Saudi universities. The report also discusses the Education Sector policies and their relation to entrepreneurial leadership and economic development. Indeed KSA is looking forward to finding a sustainable solution for boosting its economy. As an impact of globalisation, they have to look forward towards the ways of supporting economy other their conventional plan of relying upon oil and petroleum. This research study has established the fact that the promotional and support programs run by universities of KSA in order to enhance entrepreneurship competencies in young learners remained successful. 89% of the participants of the study have a strong perception that the entrepreneurial leadership competencies which are induced to them during their academic courses are worthy enough to give them the confidence to start their own business. 70% of the participants think that the knowledge provided to them is fully appropriate for them in order to cater the market but 30% of them think entrepreneurship knowledge and training provided to them is not fully appropriate. These academic programs convened by universities of KSA helped 37% present participants to get an innovative idea to take start as entrepreneurs but rest has to figure out an idea for business by them. The purpose of this paper is to determine the position of Saudi universities in the function of entrepreneurial leadership in Saudi Arabia's higher education system. There have been several universities in the Kingdom over the last two decades providing such trainings. Many colleges are well recognized for their value entrepreneurship training. The changing paradigm has shown that entrepreneurship initiative is crucial for the economic development of any nation. Thus, the government's priority is to formulate policies to support entrepreneurship. In order to be consistent with Saudi Arabia's new economic diversification policies, a better and greater education system is necessary, and the Ministry of Commerce supports, finances and promotes enterprise at Saudi Universities. Although Saudi Arabia attempts to intensify and diversify business activities, there is a gap, which was described in detail in this study, between the entrepreneurial leadership performance and expectations.

The education and entrepreneur mentor Dr Taghreed Al Saraj emphasizes on the fact that young entrepreneurs need more training (Arab News, 2019). According to her only being interested in entrepreneurship is not sufficient it requires some training and skills. According to her, the entrepreneurial approach indeed opens employment opportunities not only for the individuals incepting their own businesses but dozens of their other fellowmen. According to her, a student should become an entrepreneur before graduating from university (Arab News, 2019). A graduate without entrepreneurial skills increases unemployment in the society so

students are needed to be looked into before leaving university for developing their entrepreneurial abilities (Arab News, 2019). Higher education institutions are subjected to promote SMEs and entrepreneurship in several ways i.e. they promote new business techniques among young executives to help them propel in their trait of business, by making them learn new and modern technological methodologies, which enhance the business practices and accelerate the productivity of their business (Bura.brunel.ac.uk, 2019; Ft.com, 2019).

FINDINGS AND LIMITATIONS

The main limitation of this research project is the application of scientific study methods, which leads toward absolute values. As this research is driven through a qualitative method so no fully absolute quantitative values could be narrated in the conclusion. Another major limitation of the project is a short sample size that lead to less generalizability factor. Conclusion of this research analysis will rely upon the statistics found out from the research participants so it could not be considered authenticated. The major finding during this study was that young entrepreneurs are finding difficulty in reaching financiers to execute their ideas and somehow these higher education institutes could not manage to help them find financiers.

CONCLUSION

Most of the higher education institutes and universities try to induce critical thinking into students through their academic programs and activities. That is the reason it could be observed that 95% of the research participants think they are capable of doing critical thinking which supports them to innovate business and take strategic decisions. Some of the participants also got support in finding out investors or financiers but most of them had to find out financiers for their business by them.

In recent years, various Saudi universities have taken steps to develop entrepreneurship and enterprise leadership in the Kingdom. Fortunately, the Saudi government acknowledged the crucial contribution entrepreneurs could make to the Kingdom's economic development and social development. The country policies have encouraged universities to launch a business leadership initiative whereas education and training problems are the main inhibitors of entrepreneurial growth in Saudi Arabia. The government is committed to promoting business leaders. This is especially apparent in the particular courses, teaching methods, industry preferences, assistance & support, and cooperation. Financial support from the governments has been also observed. A key guideline that might be recommended to universities would be to modify the course review as per requirements of the government, so that young leaders can engage in critical thinking and develop a problem-solving attitude, with more emphasis on pragmatic and filed understanding elements. It was also important to concentrate more on aid and assistance in the field of market incubation and consultancy. Universities must construct stronger industrial partnerships with corporate firms.

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