

The Concept of Governance in Universities: Reality and Ambition

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This research addresses the governance aspect of universities in light of its importance in recent years in the global and local arena. There is now a definite need to enhance the competitive capacities, learning outputs and education quality of universities. The paper highlights the role of universities in governance, which are essential to achieve the basis and criteria of governance like greater transparency, participation, trust, reliability, and accountability. These aspects could help university administrators to play their role in addressing the challenges faced by them in the twenty-first century. There are a set of criteria that should be met in higher education institutions to conform to quality assurance, upgradation of education outcomes and gaining of international competitiveness. The paper also addresses aspects like strategic planning, governance, academic programs, human and financial resources, scientific research and services provided for students and the community as a whole. Governance in universities is responsible for helping tertiary education institutions to respond to other criteria in terms of accomplishing qualitative education outputs and performing their mission and vision competently and efficiently.

Key words: *Governance, Quality Assurance, Accountability, Transparency, Devolution, Authorities, Disclosure, Criteria.*



Introduction

Governance is the heart of higher education. It is an essential pre-requisite for involving university staff members, administrators, professors, as well as students in the decision-making process. Unfortunately, the implementation level of governance in Arab universities in general and Jordanian universities in particular is unsatisfactory, and their performances are below the required level. There is a need to adopt effective governance measures in universities according to a well-organised scientific methodology, if they intend to adapt to changes. This is also required to support cooperation among all stakeholders and parties concerned, while abiding to quality assurance standards, specifications and requirements. The growing demand for higher education services, represented by the remarkable rise in students' enrolments in universities around the world, encourages universities to pay more attention to total quality management by upgrading their management systems and methodologies to achieve quality standards. Governance is one of those basic systems, and higher education is the most suitable ground for meeting governance standards.

Higher education institutions have seen tremendous progress over the past decades as central and essential actors in building societies and growing their members' knowledge and skills to meet the needs of the labour market. They normally face great challenges in designing long-term administrative and educational strategies based on modern concepts. Such strategies need to be implemented to direct the activities of universities to achieve their goals and objectives to meet significant synergy between learning outcomes and the needs of the labour market. In addition, leadership in higher education places great emphasis on administrative growth as universities play a vital role in improving human capital or assets. The success in tertiary education relates primarily to its leadership potential and its ability to achieve goals, high quality results, productivity and excellence.

Focussing on university governance is becoming increasingly important as demand for higher education continues to grow amid the demands to be more effective and sensitive to social and labour market requirements. University presidents, boards, staff, and trustees are key players in decisions regarding academic governance. The word "governance" used to define all systems, processes and activities involved in higher education policy planning and orientation, and plays a pivotal role in improving the results, competitiveness and productivity of universities.

Definition of Governance

Governance is not a single or generally accepted concept, since it has been defined in multiple ways. Some of them include systems, legal relationships, patterns of authority, rights and responsibilities and decision-making. One commonly given concept of governance is how



issues affecting the organisation as a whole, or one or more of its components, are determined. It covers the structure and processes of decision-making groups, both formal and informal, and hence the relationships within and between these groups and individuals. (Jaradat, N., 2013).

What sets governance apart from administrative decisions is that governance appears to be early in the process and sets policy. Much of what happens afterwards is administration. Governance of institutions of upper education around the world varies from nation to nation, from direct and detailed central government control to laissez-faire, private profit-making enterprises, with many other arrangements in between. Each governance pattern represents the world's unique history and hence the needs of those particular types of organisation. There are many reasons for this diversity among the governance system together with the absence of a centralised instructional authority, sturdy public and personal interests, a lay national board, and roles that fluctuate among establishments for trustees, presidents, and departments. The quality of the boards of directors has permitted a decentralised governance system where power and autonomy are distributed. Moreover, during a democracy-representative or collective decision-making process, the western governance system has followed the overall societal patterns of governance. Shared governance is one aspect that has evolved over a period of time. However, the commonly accepted meaning is that of the Faculties and Universities Government Statement of 1966. They defined governance as due to the joint efforts within the institutions ' internal operations. They also described certain decisions as falling within the domain of different groups. The American Association of University Professors (AAUP), the American Council on Education (ACE), and thus the Association of University and Colleges Governing Boards (AGB), collectively formulated this proposal.

Though not intended to serve as a model for institutional decision-making, the declaration outlines responsibilities in academic governance decisions for the president, faculty, administrators and trustees. It suggests that issues such as managing the endowment are vested with the trustees, maintaining and creating new resources with the president and developing the school curriculum. Not every decision is the responsibility of one of the three groups. This states that a lot of government is (or ought to be) carried out jointly.

This highlights the need for input from multiple campus members for making key decisions, a process called shared governance. Issues on general education policy, framing and executing long-range plans, budgeting, and presidential selection should be jointly decided. This open definition of shared governance is meant to respect the broad differences in *yank* education history, size and complexity.

Governance processes at colleges of humanities, for example, are unique in that the entire faculty is generally active in governance. Thus, governance is a collective mechanism done through a school senate and joint committees in larger institutions providing doctoral and



masters education. While academic governance has changed over time, becoming highly participatory in the 1960s and more hierarchical in the 1980s, it has traditionally retained the notion of the value of engaging and involving campus constituents in major decision-making, which represents democratic principles.

Governance Structure

The governance mechanism is complex and includes many layers (or groups). Each group differs in responsibility levels by institution type, campus culture and historical development. There is therefore no single organisational approach to governance. Trustees and boards have given supervisory and decision-making power through the college and university charters of the state legislature. Typically, legal requirements for boards are very loose; they have to quorum regularly and supervise certain broad responsibilities. Boards of directors dominated decision-making and faculties had little involvement in the 18th and 19th centuries. As the faculty became qualified at the end of 1800s, the faculty made a concerted effort to gain more influence within the decision-making process. "The reality of governance today, as Robert Birnbaum says, is very different from strict legal definitions," with boards of total authority (p. 4).

University presidents are a key governing player in managing the policies established by the board. The governance role of presidents and other managers is to make recommendations to the board and implement policies. As noted above, faculty members became part of government around the turn of the 20th century. In 1915, a set of rules concerning faculty rights was established by the American Association of University Professors, which included the right to offer knowledge on institutional governance in academic decision-making issues. Faculty members typically have input into decisions in areas such as employment, study, degrees and graduation requirements, classes, assessment plans, faculty selection, hiring, advisory services and degree qualifications.

Students' participation in governance also varies from institution to institution. Some boards include membership of students. Some states, like California, now have a law for membership of the Student Board. In addition, most campuses have a student assembly or senate where members are elected. The body will serve as a governing body and provide the president, administration and board with recommendations. Student assemblies, however, have uncommon institutional authority as they are seen as part of the process of shared governance (Jaradat, N, 2013).

What are the areas where decisions on governance tend to be taken? Political settlement areas tend to incorporate mission, strategic direction, and selection processes for administrators,

teachers and staff; budgeting and spending funds; procedures associated with building construction, academic programs, including graduations, classes, admissions and graduations.

Theoretical Framework

Development of higher education requires an integrated governance system involving all decision-making parties in the education sector as a whole, and particularly in the field of tertiary education. It is also the basis for a high-quality university education in terms of value, level and content. Developing the missions and functions of universities requires evolving their governance and institutional performance in a manner that ensures transparency and accountability for performance, as well as their educational outcomes, and involvement of all stakeholders in accordance with legislative benchmarking regulating work procedures.

Institutional policies are therefore implemented in compliance with institutional law, including department boards, faculty boards, deans, university boards and trustee's boards. This applies to public and private universities (Saleh 2010 and Nasir Eddeen 2012). However, setting governance rules in the management of university relations, while leaving room for each university to work independently in order to maintain its own prestige and identity through its success and its own standards, would strengthen the university's educational and administrative systems in order to enhance them.

Governance in universities therefore requires change in management, not reform itself, because it is not important to amend, but to enable and enforce existing law transparently. The aim is to maximise the results, enhance the role of accountability and monitor performance in order to accelerate the higher education reform process by means of a rational approach based on reality and a feasible future vision (Khoreshed and Yousuf 2009).

Governance is therefore not just a complete university management system but also a wider concept, which includes an integrated set of legislation aimed at achieving high-quality processes and outputs as well as building an excellent academic and administrative performance (Abdul Hakeem Bazawiah and Abdul Jabbar Salmi, 2011). Governance is also an integrated mixture of productive materials and human resources that maintain harmony and balance within the institution, as if any shortage of these services contributed to a significant incoherence in its operations and therefore in its outputs.

Overall, governance is based on different principles, including transparency, participation and accountability. (Nasir Eddeen, 2012) indicated that the application of university governance increases their influence and competitiveness, in particular, their results, and their regional and international role. Governance defines universities' strategies by allowing them to make appropriate decisions to protect their wealth and material and moral benefits.

For its part, (Halawa and Taha, 2011) argued that the application of governance creates a good teamwork environment which aims at achieving certain goals, improving university resources and improving accountability.

(Khoreshed and Yousuf 2009) agree with Halawa and Taha's argument, (2013), that the concept of governance has emerged, indicating that Arab world universities are actually facing problems and experiencing a real crisis. This is the product of policies implemented by some governments appointed by the executive authorities to make decisions on matters relating to both students and teaching staff without taking their opinions, complaints or even debating such decisions into account.

In fact, the correct delivery, in addition to the management and use of tasks and resources, will eliminate any discrepancies or contradictions within the university. It also improves integration and interaction among different stakeholders by enhancing transparency, accountability, stimulation and surveillance effectiveness (Abdul Hakeem Bazawiah and Abdul Jabbar Salmi 2011).

The importance of governance lies in the fact that it is a comprehensive system that, if invested in universities on the basis of an organised scientific methodology, would help them to adjust both internal and external environments with different changes, minimise different lifetimes and improve their inclusion in local student communities. This would enhance the competitive advantage of content and moral performance efficiency, enhance their academic and scientific credibility globally, regionally, and internationally and enhance the likelihood of international accreditation (Wang 2010).

Most studies in universities on governance emphasised that some criteria reflect and affect the application of governance in universities (Nasir Eddeen, 2012), (Khoreshed and Yousuf, 2009), (Saleh,2010), (Halawa and Taha,2011), including the rules and regulations on best governance in trustees' councils, offices and departments, aside from the leadership. More than that, the extent to which employees and boards of management assume their responsibilities and the extent to which local, Arab and world quality assurance standards were implemented, to name a few.

Consequently, it is not only a matter of rules and principles and cannot be assigned to one party to apply institutional governance in universities, but it is also a real investment for everyone involved who works under the umbrella of governance and strongly believes in the transparency of their principles, standards, and makes governance an effective culture of administration and behaviour. This will lead to ensuring that all university beneficiaries obtain fairness, equality, and accountability, and enhancement of their active participation in all activities within and outside the university (Al Areeni, 2014).



The Researcher (Corcoran, 2004) argued that the ability to engage in administration, management and decision-making processes for stakeholders represented by representatives of academic and administrative boards, students and shareholders is one of the most important scientific approaches ensuring the organisation and monitoring of the interests of every stakeholder and beneficiary.

Previous Studies

Burgu'an and Al Qurashi, 2012, who conducted a study under the title “University governance and its role in facing challenges”, stressed that governance is a key element in the tertiary education reform trend in all universities all over the world. Moreover, governance is considered a relatively new concept that focusses on how universities and higher education systems accomplish their goals, adhere to quality assurance requirements, select their management implementation methods and the way they monitor and boost their achievements, (World Bank, 2008).

Some researchers argue that governance in general is based on distribution of tasks and devolution of authorities among various units of an entity and it involves means of communications among them and the environment including teaching staff, administrators, students, the local community and the decision makers. The concept of governance in universities emerged to indicate that they are really facing a crisis, which reveals that there are some university management systems that exclude staff and students from taking part in decision-making processes or even expressing their views, objections or discussing their issues. Such policy will certainly negatively affect the development of these universities, which are supposed to function as academic institutions that have to reshape communities' cultural and scientific attitudes. For instance, university administrations take decisions relating to education curricula without taking into consideration the participation of students in developing their plans and objectives. This is in addition to the policies adopted by these universities towards students' councils and unions, which are consider entities that aim to train students to be active in their future enhance and practise the values of democracy and respect others (Ezzat, 2009).

The research paper made by (Abu Al Nadi, 2001) aimed at exploring views of some administrative and academic departments at Al Yarmouk University in Jordan towards certain administrative practices concerning transparency. The paper, based on the analytical descriptive approach using a questionnaire to find out their views, came out with a result that these practices were at a high level of transparency mainly in the domain of public relations and communications, followed by the administrative development, while the lowest level of transparency was for decision-making. The researcher recommended organising training programs for heads of departments on diction making and boosting their awareness of the concept of transparency.

Shunnaq, 2009 conducted a study to identify the academic leaderships' awareness of the concept of governance and the degree of their practising of its criteria in private Jordanian universities. The analytical descriptive method applied by distributing two questionnaires among a randomly selected sample comprising members of university boards, staff members and administrators. The findings showed that the awareness level of the academic administration of governance and the degree of their practising of its criteria in private Jordanian universities were high. Moreover, there were statistically significant differences of the degree in governance practice between the academic and the administrative staff in favour of the staff member in the criterion of transparency.

Al Zahrani, 2011 made a study to detect the implementation of good governance in Saudi private universities on the grounds of the correlation between this implementation and job satisfaction and loyalty of the teaching staff towards their universities according to the difference between the variables of (specialty, gender, academic rank, job title and the duration of practical service). The researcher applied the correlational descriptive approach by distributing two questionnaires to collect data from a randomly selected sample, comprising (300) members from the academic staff on the real status of good governance application and job satisfaction.

The findings showed that the level of practising good governance in Saudi private universities from the staff members' perspective was very high and that there were statistically significant differences between the responses on the status of applying governance in these universities that could be attributed to the variables of academic rank, and job title. However, there were no statistically significant differences between the responses due to the variables of specialty, gender and the duration of practical service. The results also revealed that there was a strong correlation between governance application in Saudi private universities and job satisfaction and loyalty of the teaching staff towards their universities.

Abdullah Al-Otaibi, 2018 conducted a study titled "The Reality of the Application of Governance in King Saud University, from The Viewpoint of Faculty Members" to stress the importance of adopting institutional governance in universities as a new concept to upgrade their performance and quality of their outputs and enable them to perform their mission competently and efficiently. The researcher recommended upgrading the performance of the teaching staff in universities towards achieving transparency, independence, justice and effective community participation of all stakeholders in the decision-making process. This study could be helpful for academic and administrative leaderships working in universities including presidents, vice-presidents, Deans of boards and departments. Moreover, the Ministry of Higher Education and its public and private institutions will be aware of the concept of governance and rules of its implementation in universities and educational and administrative researchers can benefit from this study. In addition, the Arab library will be

enriched by a study that will also be a good initiative for more studies in the field of university governance.

Milhem, M, 2017 stressed that Arab universities have to apply good governance as well as maintaining their independence. He argued that applying governance concepts requires change in management, amendment of sole legal legislations and activating already existing laws and implementing them transparently by enhancing accountability and focussing on outputs. This research is one of rare conceptual papers and it could be the first of its kind in Palestine, which tackles the concepts of university governance and mechanisms of its implementation in Arab countries. The researcher recommended applying governance standards for the purpose of reforming the higher education system and thus achieving high quality education in accordance with international criteria. He also called for conducting further conceptual research to investigate implications of governance implications in the developed countries to conclude the best practices and mechanisms that ensure the reform of higher education system in Arab countries.

The researchers Al Helih, and Nasereddin,T. 2019 aimed to explain the process of achieving interaction among governance principles, criteria of quality assurance, mechanisms of their implementation and their impact on the quality of processes and outputs. Hence, this paper explored the role of governance in applying the quality criteria by presenting the experience of the Middle East University in this domain, in order to achieve quality assurance in its processes and outputs, through determining the meaning of governance in universities and explaining how the Middle East University has applied governance as an essential foundation for achieving higher education quality standards to boost its competitiveness locally and globally.

The researchers stressed the importance of applying the principles of governance and quality assurance criteria in providing an interactive and integrated environment to achieve the quality assurance of the university processes and outputs. They recommended treating quality assurance criteria through their interaction and integration with all inputs, and not separately, but on a condition that governance should be the interactive tool among them. The researchers argued that governance helps in upgrading the academic and administrative systems in universities, besides abiding to the principles of accountability, transparency, integrity, participation and performance monitoring to achieve their visions and move successfully in higher education reform approach. This will help make positive changes and graduate generations who are able to face challenges of the information and technology development and keep pace with the latest changes.

The study recommended raising awareness of academic and administrative leadership in universities about governance principles, criteria of quality assurance, mechanisms of their implementation and their impact on the quality of processes and outputs (Sorour ,T. 2016).

This study aims to measure the impact of the applicable governance rules on the process of organisational change management in the Palestinian public universities in Gaza Strip, through the identification of the reality of the prevailing governance rules and the relationship between governance rules and the organisational change management process, and identify the differences of domains of the study among the respondents that can be attributed to personal variables. To achieve the objectives of the study, the researcher designed a questionnaire distributed among a stratified random sample comprising (325) employees selected from a study population consisting of (1458) staff members. The study concluded that the degree to which the important standing of applying governance rules and its potency in these universities was comparatively high, whereas its impact on method of structure modification management within the universities was comparatively moderate. Additionally, there was a statistically direct and direct correlation between governance rules and the method of structure modification management at a comparatively high degree. There have been additionally statistically important variations between some study domains that are attributed to (workplace, nature of the task, the years of labour expertise and academic qualification). There have been no statistically important variations associated with areas of the study that are due to the variables of (gender, job title).

The researcher urged higher education institutions to perform their supervisory role to apply governance rules at the university including (effective system, justice, participation, transparency, and efficiency of the administration). He also suggested that executive administrations perform their tasks independently to apply laws, regulations, instructions as well as the university academic, administrative and financial procedures, and that they have a high degree of decentralisation.

The researcher (Leišytė, 2007) conducted a study to identify the reality of governance in universities in Holland and UK and detect its impact on supporting their activities and upgrading cooperation between these universities and other scientific research institutions and centres. The findings revealed that this impact was high and that academic staff take part in policy making and implementation processes in universities and at the state level.

Moreover, the researcher found that universities applying governance succeeded to enhance the role of all stakeholders in developing and implementing regulations that boost their visions' achievement, help them select appropriate administrative strategies to monitor university activities and enhance competency of education and research capacities.

The (Hénard & Mitterle, (2008) study focussed on orientation principles, rules and regulations for practising good governance distinguished between governance principles and quality standards. The researchers applied the qualitative approach by analysing documents of higher education institutions in (31) countries collected in cooperation with Organisation of Economic

Cooperation and Development. These documents included abstracts of studies on orientation principles of quality and main articles scheduled in governance principles of ministries of education and quality assurance organisations. The study results indicate that governance is a strong motivator to enhance education quality and support higher education economies and those higher education institutions are keen to achieve equilibrium between governance principles and quality standards.

(Fernandez& Llorens, 2009) conducted a study to enhance the framework of applying governance in Spanish universities using the qualitative method. Their study revealed that governance application would be successful if development measures are adopted by universities in advance to ensure positive effect on their management performance. The study recommended that Spanish universities had to acquire experience in the field of governance in order to achieve real changes and developments, taking into account designing governance communication networks based on information technology.

The study of (Mutagahywa, 2012) aimed to activate the role of information and communication technology (ICT) in the application of governance in the universities in Tanzania and discuss challenges facing them in incorporating ICT in universities' administrative issues. The researcher who applied the observation methodology referred to some findings indicating that ICT boosted the impact of governance in these universities and showed various benefits from using mobiles and computerised applications in education., most specifically e-learning and life-long learning. The researcher recommended a more active role of cooperative institutions in supporting the mission of libraries, internet networks and databases. Governance of ICT also should be a main part of governance of institutions, and that universities have to give more focus to the role of executives and administrative services in implementing governance on the ground.

Wang and Passim, 2010 argued that governance of universities is a relatively new concept that is gaining much more importance in recent years due to its significance in achieving total quality and excellence in tertiary education performance being a source and the benchmark, which is considered a good reference for administrative policies in these universities.

De Boer, et. al. (2007) argued that the new methods applied in governance are currently at the centre of discussions related to the public sector reforms, especially higher education and scientific research. However, Bradshaw and Fredette, 2009 made a study assuming that governance of public universities is a complex process, while (Rytmeister and Marshall, 2007) debated that the real status of the implementation of governance in public universities in general is a matter that arouses doubts regarding the integrity of their administrations and their adherence to transparency and accountability at a satisfactory level. (ANAO, 2006) defined governance in the public sector stating that it is a set of tasks, responsibilities, policies and

measures practised by the executive authority to achieve and maintain strategic attitudes, ensure accomplishment of goals, upgrade risk management and invest resources effectively and guarantee accountability.

Discussion

The researchers use the analytical approach, which is commonly applied in studies and surveys relating to social phenomena and issues linked to daily practices, by referring to former research papers and literature for further discussion. These studies were analysed and discussed by the researchers to come-up with some recommendations that could be helpful references for decision-makers and academic and administrative leaderships in enhancing the implementation of governance in higher education institutions and boosting transparency, accountability and all stakeholders' involvement. Summing up the argument included in the study, we dare say that governance in universities is a set of tangled systems relating to monitoring their performance and learning outputs. It is also the method through which the process of orientation monitors the university activities, faculty management, and scientific departments and follows up the implementation of its strategic plans and general policies. Some researchers debate that governance involves regulations, systems and decisions that are targeted to achieve quality and excellence of universities' performance by selecting appropriate and effective applied methodologies and approaches designed to accomplish the desired goals.

Likewise, the issue of governance is a relatively new issue that has become the core of interest on local and international levels after so many cases of successive failures facing many organisations, namely higher education institutions; a fact that increased the need for governance. Such a situation on the ground urged universities' administrations and decision-makers to introduce modern mechanisms that guarantee a proper decision-making process and thus improve their performance. Therefore, governance has become an issue that attracts the attention of the international community, given its growing importance of ensuring appropriate performance, stability and achieving quality assurance in different tertiary education institutions.

Today, higher education institutions are facing many pressures since they are the beneficiaries of the public funds paid by students, who hope and expect that they function more effectively and be responsive to the requirements of the labour market and community needs. The major challenge that faces the governance of universities is financing scientific research for the sake of the community, the economy and its development.

As a result, it is difficult to handle these grave pressures and challenges facing universities in the Arab World through traditional means because of the fast changes and developments in social, cultural and economic areas in these communities. In reality, education in general and

higher education in particular have not responded to these changes at a pace that moves consistently with the speed of latest technologies and modern communications in the world.

Actually, universities' response to development plans in Arab countries is still limited and below expectations as they are overwhelmed with their daily problems due to the increasing demand on higher education. This represented an obstacle for universities to develop their future visions, well-prepared plans and mechanisms to respond to these difficulties (Al Manee'a, 2010). Additionally, good governance will enable universities to take their decisions rationally and transparently. (Abdul Nasir and Ezzat, 2011) argued that the greatest difficulties facing the implementation of the governance concept in universities are represented in: the prevailing culture within the community, general political setting or situation inside and out of the doors of the university, the legislation adopted by the ministries of education and better education for universities. Also the sort of university management, mechanism of choosing academic and administrative staff and therefore the absence of some staff members from university life and the lack of their participation generally in activities inside the university.

Conclusion

In light of the facts included within the study concerning the concept and significance of governance in universities and its role in facing challenges and upgrading their performance, the researcher concluded the following:

- It is difficult to handle these grave pressures and challenges facing universities within the Arab World through traditional means due to the fast changes and developments in social, cultural and economic areas in these communities.
- In reality, education generally and better education especially haven't skilled these changes at a pace that moves consistently with the speed of the latest technologies and modern communications within the world.
- The difficulty of governance may be a relatively new issue that has become the core of interest in local and international levels after the numerous cases of successive failures facing many organisations, namely education institutions.
- Governance of ICT also should be a main part of governance of institutions, which universities need to provide more, specialising in the role of businesspersons and administrative services in implementing governance on the bottom.
- The quality of governing boards has allowed for a decentralised system of governance where power and autonomy is distributed.
- Good governance will enable universities to make their decisions rationally and transparently.
- Governance taken into account by researchers as an answer for difficulties facing universities today and a motivator, generates a true change and helps universities face challenges, upgrade and monitor their performance and achieve their goals.

- Application of governance implications creates a healthy contextual background for teamwork that seeks to realise strategic objectives.
- Governance enhances optimal utilisation of university resources, activates disclosure, boosts accountability and helps distribution, management and implementation of tasks and services.

Recommendations

Arab universities need to apply good governance as well as maintaining their independence. He argued that applying governance concepts requires change in management, amendment of sole legal legislations and activating already existing laws and implementing them transparently by enhancing accountability that specialises in outputs.

Higher education institutions need to achieve equilibrium between governance principles and quality standards to underpin their competitiveness.

Higher education institutions are urged to perform their supervisory role to use governance rules at the university including (effective system, justice, participation, transparency, and efficiency of the administration).

Executive administrations should perform their tasks independently to use laws, regulations, instructions because the university academic, administrative and financial procedures need a high degree of decentralisation.

Universities need to apply governance standards for the aim of reforming the upper education system and thus achieving top quality education in accordance with international criteria.

Researchers are required to conduct further conceptual research-to-research implications of governance application within the developed countries to seek out the simplest practices and mechanisms that make certain the reform of the upper education system in Arab countries, and avoid negative effects of ignoring the importance of governance in universities.

Academic and administrative systems in universities should adhere to the principles of accountability, transparency, integrity, participation and performance monitoring to realise their visions and move successfully in education reform approach. This may help make positive changes and graduate generations who are ready to face challenges of the knowledge and technology development and keep step with the newest changes.

It is imperative to boost awareness of educational and administrative leaderships in universities about governance principles, criteria of quality assurance, mechanisms of their implementation and their impact on the standard of processes and outputs.



Governance taken into account by researchers as an answer for difficulties facing universities today is a motivator that generates a true change and helps universities face challenges, upgrade and to monitor their performance and achievement of their goals.

It is important to review laws and legislations to reinforce the concept of partnership between universities and therefore the private sector.

Arab and foreign universities are called to strengthen cooperation through scientific and cultural agreements to upgrade the standard of education.

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