



**The Significance of Adopting the Governance
Principles in the Faculties of Al-Balqa' Applied
University (BAU) from the Perspective
of Faculty Members**

By

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Abstract:

The present study aimed to identify the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members. The sample consists of 306 faculty members. The descriptive analytical approach was adopted. The final version of the scale consists of 25 items. The scale targets five (5) areas. It was found that the extent of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members is moderate. It was found that there isn't any statistically significant difference between the respondents' attitudes towards the extent of such adoption which can be attributed to gender and major. The researcher of the present study recommends promoting compliance with the governance rules and standards in Jordanian public universities by creating a suitable organizational climate and environment. He recommends developing policies that promote excellence and foster constructive work.

Keywords: governance, faculty members, Balqa Applied University.

المستخلص:

هدفت الدراسة الحالية إلى التعرف على أهمية تبني مبادئ الحوكمة في كليات جامعة البلقاء التطبيقية من وجهة نظر أعضاء هيئة التدريس. وتكونت العينة من ٣٠٦ عضو هيئة تدريس. وتم اعتماد المنهج الوصفي التحليلي. تتكون النسخة النهائية من المقياس من ٢٥ فقرة. يستهدف المقياس خمسة (٥) مجالات. وقد تبين أن مدى تبني مبادئ الحوكمة في كليات جامعة البلقاء التطبيقية من وجهة نظر أعضاء هيئة التدريس كان متوسطاً. وقد تبين عدم وجود فروق ذات دلالة إحصائية بين اتجاهات الباحثين نحو مدى هذا التبني تعزى إلى الجنس والتخصص. ويوصي الباحث في هذه الدراسة بتعزيز الالتزام بقواعد ومعايير الحوكمة في الجامعات الحكومية الأردنية من خلال خلق المناخ والبيئة التنظيمية المناسبة. ويوصي بوضع سياسات تعزز التميز وتعزز العمل البناء.

الكلمات المفتاحية: الحوكمة لدى أعضاء هيئة التدريس، جامعة البلقاء التطبيقية.

Introduction:

Governance is considered a new topic relatively. The attention provided to this topic increased after facing many cases of financial insolvency and distress by many organizations. Facing such cases led to increasing the need for governance. Governance includes many mechanisms that raise the efficiency of the decision-making process and the performance of the organization. High education plays a distinguished role today in developing societies. It plays this role by developing human resources and thoughtful leaders in various vocational, educational and scientific areas.

The successful administrations in higher educational institutions - especially in universities- are keen on achieving competitive advantage to achieve excellence. They are keen on doing that through having a clear system, effective communication, sound decisions, objective assessment, ongoing control, and effective administrative and financial planning and strategies. If those things are not the bases of educational administrative jobs, the administration shall fail in meeting its goals (Alawadi, 2020).

The higher educational systems in Arab countries face many challenges. Such challenges are attributed to the gap between the skills needed by labor markets and the skills possessed by the graduates of higher educational institutions. In addition, the recent financial crisis made this problem more serious. Universities are in need of innovation in order to provide their graduates with education that enable them to compete in the labor market and contribute to the socio-economic development of their countries (Adreyana, 2012).

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The goals of governance in the higher educational institutions include raising the internal and external efficiency of those higher educational. Those institutions aim at achieving this goal through creating a safe and convenient workplace environment. Such an environment must raise the performance effectiveness of universities and ensure enjoying justice, equality and democracy by all the concerned parties. It must ensure setting rules and regulations that guide leaders and officials when doing administrative tasks. It must activate the principle of effective participation through engaging all the concerned parties in the decision making processes. Those parties include: faculty members, administrators, leaders and students. This environment must ensure that the accountability principle is applicable to all the relevant parties in universities. It must ensure working based on specific mechanisms that are characterized with clarity and transparency. That shall allow workers to do all the required tasks fully (Marzooq, 2012 and Mohammad, 2015).

The term (governance) is used to describe all the structures, activities, and operations that are related to planning and guiding institutions and the ones working in higher educational institutions. Good governance allows organizations to show the highest performance. It makes organizations handle their responsibilities towards the society they work in. It encourages all the concerned parties to make reforms to the organization and achieve its mission (Burqa'an and Alqurashi, 2012).

Governance in university can be defined as the interaction and complementarity between state, work force, and academic elite (Alfara, 2013: 5).

Sana' Jafta (2017: 4) defines governance as an integrated set of standards, principles, and procedures that aims at improving the performance of the organizations. This set aims at improving performance through promoting transparency, and accountability, and achieving a balance between the responsibilities and tasks of administrators and subordinates. It aims at improving performance by engaging stakeholders in the administration process in a manner that protects all their rights.

Governance in higher educational institutions requires having a set of special regulations that regulate the control enforced on the performance of such institutions in quantitative and qualitative areas. It requires regulating the relationships between the scientific councils –of various levels, faculties, and departments- in the university. It requires having a set of rules through which the university is managed and controlled based on a specific framework. This framework must ensure that the rights and duties are assigned properly to the university administration and the scientific councils. That shall ensure good outcomes for the university. Governance in higher educational institutions requires engaging all the relevant parties in the decision-making process. That applies whether such decisions are related to the whole sector or the higher educational institutions. It shall ensure transparency in work and activating accountability for performance, and results. It shall ensure effective participation by all the relevant parties (Arabeh and Bin Issa, 2017).

Darwish (2007) adds that the reasons behind the emergence of governance include: the need for assessing the performance of the top administration and activating the accountability principle. Such reasons include the need for having ongoing review processes for amending the relevant regulations that regulate the performance of institutions. They include the need for assigning

the responsibility of control to all the relevant parties and engaging the stakeholders in the process of achieving success in meeting the goals of the institution. They include: promoting knowledge among the stakeholders and officials about the methods of exercising power and the significance of handling responsibilities. They include the need for having a clear framework that identifies the duties of all the members of the board of directors, executive directors and etc. They include the need for ensuring the fair treatment of all the shareholders in a manner that protects their right in enforcing control on the performance of the institution. They include the need to have an optimal utilization of the resources of the institution by using the most efficient method. They include: achieving consistency between the goals of the institution and the methods of meeting them. That should be done to avoid having a the contradiction between the goals.

Most of the previous studies show an agreement on the principles of governance in higher educational institutions. Such principles include the ones shown below (Arabeh and Bin Issa, 2017):

- 1- Having a clear strategic vision adopted by the higher educational institution. This strategy must take the views of the inside and outside directors into consideration.
- 2- Having a balanced distribution for the duties to the board of directors, executive directors, and stakeholders. That should be done in a manner that ensures having high-performance efficiency and effectiveness.
- 3- Having high transparency and disclosure levels when resenting information about the financial and non-financial performance of the institution.

- 4- Having an integral system for accountability and its application. This system should be applicable to all decision-makers.
- 5- Having applicable policies, procedures and regulations that ensure flexibility and fast response.
- 6- Taking steps to handle the issues in a society that is related to the activities of the institution.
- 7- Having equality and fairness.
- 8- Engaging all the relevant parties in the decision-making process.
- 9- Having respect for the laws. It's necessary to clarify the activities-related duties and rights of shareholders.

The principles of governance in the higher educational institutions (including universities) include the following ones (Rabab'ah, 2019):

- **Integrity:** It refers to having consistency between all the decisions, and activities in the institution from one hand and the ethics and values from another hand. Such ethics include honesty, dedication, and commitment to the public interests. Higher educational institutions must have a code of ethics. It must have internal procedures that ensure that all employees deal objectively, professionally, and ethically and refrain from utilizing their positions in an illegitimate manner.
- **Transparency:** It involves disclosing data about all the organizational decisions and activities that concern the relevant parties and are related to the educational institution

and society. It requires providing complete information and facts to reach a complete understanding for the procedures, results, and outcomes.

- **Participation:** It is represented by allowing citizens, others, private associations and the relevant parties to engage in the process of setting organizational policies, regulations, strategies, procedures, and work rules that regulate various scopes and activities in the higher educational institution.
- **Equity:** It is related to the extent of showing equality in exercising power and managing public funds. It manifests through dealing with all the concerned parties and relevant institutions fairly and respecting others' rights without showing any bias or discrimination.

Trakman (2008) offers various models for governance. Such models are mentioned below:

- 1) The academic model: It's a model that provides faculty members and administrators with a bigger role in taking decisions and doing the tasks related to the university affairs. In this model, there shall be greater representation for the academic employees on the board of directors and administrative councils. That shall make the engagement of the faculty members in the decision-making process more active. Oxford University is the university that uses this model the most.
- 2) Corporate model: The use of this model is prevalent in the United Kingdom (UK), United States (US) and Australia. It

emerged in response to the financial crises that affected the performance of the administrations of universities in the latter countries. It is based on showing compliance with the governance principles, especially when handling financial aspects, like financial accountability.

- 3) The trustee model and the stakeholders model: The trustee model grants some non-nominated members in the institution membership in the board of trustees. The tasks of this board include: ensuring the absence of overlap between the interests. The stakeholder's model is connected to assigning the governance task to a great number of stakeholders, such as students, employees, academics, supporting companies, governance, and local society.

The present study serves as a systematic integrated attempt to raise the overall performance of Jordanian public universities to the maximum possible level. It aims to raise this level by identifying the extent to of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members.

Previous Studies:

Hamdan and Awad (2015) aimed to assess the level of governance in higher educational institutions in Palestinian and Bahraini universities. They also aimed to explore the relationship between this level and the support targeting scientific research. 29 survey forms were passed in Palestinian and Bahraini universities. It was found that the level of governance in higher educational institutions in Palestinian and Bahraini universities is

low. It was found that there is a positive relationship between this level and the support targeting scientific research.

Fabrice & Mitterle (2015) aimed to explore the relationship between governance and quality assurance to assist the higher educational institutions in meeting their goals effectively. They adopted the descriptive approach. It was found that governance became a main tool for developing the quality of higher education in all areas. It was found that governance contributes to achieving a balance between autonomy and accountability.

Al-Areeny (2016) aimed to explore the reality of applying governance from the perspective of the academic and administrative employees in Imam Mohammad Ibn Saud Islamic University (IMSIU). He also aimed to identify whether there are differences between the respondents' attitudes towards the reality of applying governance which can be attributed to any of the following variables: (academic qualification, current job and experience). A survey was designed. It targets three areas. It consists from 72 items. It was found that the reality of applying governance from the perspective of the academic and administrative employees in Imam Mohammad Ibn Saud Islamic University (IMSIU) is moderate. It was found that there are differences between the respondents' attitudes towards the reality of applying governance which can be attributed to the following variables: (academic qualification, current job and experience).

Yirdaw (2016) aimed to explore the role of leadership and governance in private higher educational institutions in Ethiopia. He used the qualitative approach. He conducted interviews with several administrative officials in six (6) private higher educational institutions in Ethiopia. It was found that those

institutions faced challenges in an ongoing manner to achieve a balance between the government requirement and the demands of stakeholders. It was found that most of the academic leaders believe that addressing the weaknesses of the administration in a more effective manner shall lead to improving the quality of education.

Al-Kaser (2018) aimed to identify the meaning of governance in universities. He aimed to explore the extent of practicing governance in the private universities in Riyadh. He aimed to explore the relationship between meeting the total quality standards and activating administrative governance. He used the descriptive approach. He passed a survey forms to 155 faculty members and academic leaders. It was found that the extent of practicing governance in the private universities in Riyadh is high. It was also found that there is a relationship between meeting the total quality standards and activating administrative governance.

Comments on the previous studies:

There are various studies on governance. All the previous studies target universities, such as: Al-Kaser (2018). Al-Kaser (2018) aimed to identify the meaning of governance in universities. He aimed to explore the extent of practicing governance in the private universities in Riyadh. He aimed to explore the relationship between meeting the total quality standards and activating administrative governance. Al-Areeny (2016) aimed to explore the reality of applying governance from the perspective of the academic and administrative employees in Imam Mohammad Ibn Saud Islamic University (IMSIU). He also aimed to identify whether there are differences between the respondents' attitudes towards the reality of applying governance

which can be attributed to any of the following variables: (academic qualification, current job and experience). Yirdaw (2016) aimed to explore the role of leadership and governance in private higher educational institutions in Ethiopia. Hamdan and Awad (2015) aimed to assess the level of governance in higher educational institutions in Palestinian and Bahraini universities. They also aimed to explore the relationship between this level and the support targeting scientific research. Fabrice & Mitterle (2015) aimed to explore the relationship between governance and quality assurance to assist the higher educational institutions in meeting their goals effectively. The researcher of the present study benefited from the previous studies in determining the sample size and writing the discussion part.

Statement of the problem and the study's questions:

Governance is represented in the way of running the relationship between the educational administration and stakeholders (students, and faculty members). Practicing governance high contributes to raising the value of universities. It contributes to improving the competitiveness. It contributes to improving the outcomes of universities on the local, regional and global levels. The absence of governance on the state level affect governance in higher educational institutions, including universities. University regulations, administrative method and the absence of academics in the university administration led to having a delay in applying governance in universities. There are various technological developments and fast changes experienced by the higher educational institutions including universities. Such changes include administrative operations. In the light of such technological developments and fast changes, such institutions are in need for having leaders who are qualified to do their tasks and improve the performance of such institutions.

The researcher of the present study work as a faculty member in a university. Through his work, he noticed that there is a gap between the way in which some administrative department work and the decision made by the university from one hand and the demands that must be met in reality. There is a need to re-consider the method used for making decisions and the relationship between decisions and the administrative system in university. Hence, the present study aimed to identify the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members. It aimed to meet this goal through answering the questions shown below:

Q.1. What is the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members?

Q.2. Is there any statistically significant difference –at the statistical significance level of ($\alpha = 0.05$)- between the respondents' attitudes which can be attributed to gender and major?

The study's objectives

The present study aimed to identify the the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members. It aimed to identify whether there is any statistically significant difference –at the statistical significance level of ($\alpha = 0.05$)- between the respondents' attitudes which can be attributed to gender and major.

The study's significance

The study's significance manifests in the points below:

- 1- It's significant to comply with the governance principles in Jordanian public universities. It's significant to measure the level of academic freedom. It aimed to assess the contribution of stakeholders in the decision making process in Jordanian universities. Governance principles aim to raise the efficiency and effectiveness at the organization level.
- 2- Jordanian public universities play a significant role in managing the relationship between stakeholders (Students and faculty members) and the administration. Governance plays a significant role in improving scientific research in Jordanian universities and improving the competitiveness of universities.
- 3- The researcher of the present study believes that this study shall benefit universities in applying governance. That's because the present study presents logical and applicable information, results and recommendations about the significance of practicing governance.
- 4- The researcher of the present study believes that this study enriches the Arab library. The present study serves as important reference for the specialists, and researchers. It provides specialists, and researchers with information that benefits when developing training and development programs and guiding employees in administrative areas.

Definition of Terms:

First: Governance:

Governance: The theoretical definition: It refers to a set of decisions, regulations and codes that aim at achieving high quality and excellence in performance. It also aims to implement the company's plans and goals through using suitable and effective methods (atwa and alsayed, 2011).

Governance: The operational definition: It refers to the respondents' attitudes on the scale developed by the researcher of the present study to meet the study's goal.

Second: Faculty members:

They refer to the employees who work in a university, teach students and conduct scientific research (Alwaheeb, 2020: 44).

The study's limits

The study's limits are presented below

- Human limits: The present study targets the faculty members in Al-Balqa' Applied University (BAU).
- Temporal limits: The present study was conducted during the second semester of 2021 / 2022.
- Spatial limits: The present study was conducted in Al-Balqa' Applied University (BAU).

The study's limitations

The results in the present study can't be generalized because they are affected by the validity and reliability of the instrument. They can't be generalized because they are affected by the

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psychometric characteristics of the instrument. They can't be generalized because the instrument targets Jordanian public universities.

The study's approach:

The researcher of the present study adopted the descriptive analytical approach because it suits the study's goals.

The study's population and sample

The study's population consists from all the faculty members working in the faculties of Al-Balqa' Applied University (BAU). It consists from 11 faculties (7 scientific faculties and 4 human sciences faculties). It consists from 1483 faculty members. This number is based on the statistical data of the university during the year 2021.

The researcher of the present study chose a random sample. The sample size was chosen based on the table of sample size. The sample consists from 306 faculty members. Table (1) shows data about the distribution of the members of the sample in accordance with their characteristics.

Table (1): The distribution of the members of the sample in accordance with their (gender and major)

Variable	Category	Frequency	Percentage
Gender	Male	229	74.8.
	Female	80	26.1.
Major	Human sciences-related major	176	57.5.
	Scientific majors	130	42.5.
	Overall	306	100%

The Study's Instrument

To meet the goals of the study, the researcher of the present study developed a questionnaire that's based on the five point Likert scale. He developed it based on the relevant previous studies and theoretical literature. He developed the questionnaire based on the instruments of the previous studies related to governance in universities. Such studies include: the one conducted by Alawadi (2015) and Al-Kaser (2018). The researcher of the present study developed the questionnaire after consulting several experts in the field of leadership and management. Those experts work in Jordanian public universities. The questionnaire includes several items related to governance. Such items are: (transparency, active participation, accountability, equality, and organizational effectiveness). The initial version of the questionnaire consists from 23 items.

To identify the respondents' attitudes, the five point Likert scale was adopted. Its scores range between one score to five scores. The score and the rating categories of this scale are mentioned below.

- Strongly agree: Five scores (5)
- Agree: Four scores (4)
- Neutral: Three scores (3)
- Disagree: Two scores (2)
- Strongly disagree: One score (1)

The researcher of the present study adopted the following three criteria in order to classify the means into levels:

- Low: 1.00 – 2.33
- Moderate: 2.34 – 3.67
- High: 3.68 – 5

The Validity of the Study's Instrument

The researcher of the present study checked the content validity of the study's instrument. He did that through passing the instrument to a panel of experts. Those experts are faculty members who are specialized in the fields of management, Arabic language and educational leadership. They were chosen from several Jordanian universities. They were asked to offer their opinions about the relevancy of the items to the main areas of the study. They were asked to offer their opinions about the language of the items. The researcher of the present study decided to keep the items approved by 80% of the experts. Based on the opinions of the experts, several items were changed in terms of language. After making the changes, the final version of the instrument consists from 23 items. It targets five areas. Those areas are mentioned below:

- Transparency: Five items (5)
- Active participation: Four items (4)
- Accountability: Four items(4)
- Equality: Six items (6)
- Organizational effectiveness: Four items (4)

The researcher of the present study calculated the values of the correlation coefficient between the items and the overall

scale. He also calculated the values of the correlation coefficient between the items and the area. The exploratory sample consists from 15 faculty members who were chosen from population, but not from the actual sample. It was found that all those values are statistically significant. Thus, the scale is capable for meeting the goals and enjoys a high validity. Table (2) presents the values of those correlation coefficient.

Table (2): The values of the correlation coefficient between the items from one hand and the overall scale and the area from another hand

Item No.	The value of the correlation coefficient between the item and the scale	The value of the correlation coefficient between the item and the area	Item No.	The value of the correlation coefficient between the item and the scale	The value of the correlation coefficient between the item and the area	Item No.	The value of the correlation coefficient between the item and the scale	The value of the correlation coefficient between the item and the area
1.	.549**	.613**	9.	.442**	.571**		.531**	.617**
2.	.527**	.634**	10.	.462**	.572**		.496**	.501**
3.	.556**	.610**	11.	.527**	.673**		.422**	.527**
4.	.558**	.638**	12.	.589**	.652**		.433**	.537**
5.	.652**	.704**	13.	.517**	.682**		.405**	.515**
6.	.673**	.732**	14.	.520**	.828**		.403**	.541**
7.	.652**	.715**	15.	.551**	.627**		.565**	.602**
8.	.667**	.720**	16.	.516**	.657**			

*: This sign means that the value is statistically significant at the significance level of 0.05

** : This sign means that the value is statistically significant at the significance level of 0.01

Reliability of the Study's Instrument

The researcher of the present study calculated the internal consistency coefficient values. He did that through calculating the Cronbach alpha coefficient values. It was found that all the calculated Cronbach alpha coefficient values are high and accepted for meeting the goals of the present study. The overall Cronbach alpha coefficient value is 0.928. Table (3) below presents those Cronbach alpha coefficient values.

Table (3): The Reliability coefficient values (i.e. the Cronbach alpha coefficient values)

No.	Area	The Cronbach alpha coefficient values
1	Transparency	0.88
2	Active participation	0.89
3	Accountability	0.90
4	Equality	0.87
5	Organizational effectiveness	0.86
	Overall	0.88

The Statistical Methods

- The researcher of the present study calculated means and standard deviationsto identify the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members. He calculated those values to identify the respondents' attitudes in accordance with gender or major

- The researcher of the present study conducted the t-test for independent samples. He conducted this test in order to

identify whether there is any statistically significant difference –at the statistical significance level of ($\alpha = 0.05$)- between the respondents’ attitudes which can be attributed to gender and major.

Results and discussion:

Results and discussion related to the first question:

Q.1. What is the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members?

The researcher of the present study calculated means and standard deviations to identify the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members in each area and the overall scale. The means and standard deviations of the areas are shown below:

Table (4): The means and standard deviations of the study’s areas and the overall scale

No of the area	Area	Mean	Standard deviation	Rank	Level
1.	Transparency	3.59	.35	3	Moderate
2.	Active participation	3.61	.34	2	Moderate
3.	Accountability	3.62	.31	1	Moderate
4.	Equality	3.54	.36	4	Moderate
5.	Organizational effectiveness	3.51	.38	5	Moderate
	Overall	3.57	.33		Moderate

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Based on table (4), it was found the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members is moderate. That is because the overall mean is 3.57. The overall standard deviation is 0.33. The mean of accountability is the highest mean and ranked first. It is 3.62. The standard deviation of the latter area is 0.31. The mean of organizational effectiveness is the least mean and ranked last. It is 3.51. The standard deviation of the latter area is 0.38.

The latter result shows that the significance of adopting the governance principles in the faculties of Al-Balqa' Applied University (BAU) from the perspective of faculty members is not as it ought to be. In order for universities to meet their goals, universities are in need for having effective management that aims at developing society and achieve excellence. Such a management must aim at improving society and raising people's well-fair level in society. That requires adopting an approach that is based on the faculty members' opinions about the way of developing the teaching strategies and the applicability of such strategies. It requires developing the performance system to improve the competitiveness in the administrative works. That shall lead to reaching high competitiveness levels by higher educational institutions. In the light of this approach, faculty members must be allowed to choose the alternatives when engaging them in the decision making processes related to developing the teaching-learning process. In the light of this approach, they must be allowed to express their opinions through using the democratic methods when engaging them in the decision making processes.

The latter result may be attributed to the significance of governance in having a successful management for the administrative problems. Such problems include having vagueness in the applicable laws and regulations. They include: the need for simplifying the procedures taken for fighting against financial and administrative corruption.

The university administration must adopt a set of governance standards and principles. Such standards and principles include the ones related to participation, accountability, transparency, force of the law, efficiency, effectiveness and etc. They play a significant role in developing the modern administration.

The latter result is in agreement with the results of several previous studies, such as the ones conducted by Alkaser (2018), Alarini (2016), Alawadi (2015) and Yirdaw (2016).

Results and discussion related to the second question:

Q.2. Is there any statistically significant difference –at the statistical significance level of ($\alpha = 0.05$)- between the respondents' attitudes which can be attributed to gender and major?

In order to the impact of the gender (female and male) on the extent of adopting the governance principles in the faculties of faculties of Al-Balqa' Applied University (BAU), the researcher of the present study calculated means and standard deviations for the study's areas and overall scale. Table (5) below presents those means and standard deviations.

**Table (5): Means and standard deviations representing
the respondents' attitudes in accordance with gender**

Area	Category	Mean	Standard deviation
Transparency	Male	3.63	.29
	Female	3.57	.37
Active participation	Male	3.64	.37
	Female	3.53	.41
Accountability	Male	3.66	.30
	Female	3.59	.34
Equality	Male	3.58	.38
	Female	3.49	.42
Organizational effectiveness	Male	3.48	.41
	Female	3.46	.45
Overall scale	Male	3.48	.36
	Female	3.44	.49
	Overall	3.49	.46

Based on table (5), it appears that there are differences between the respondents' attitudes towards the extent of adopting the governance principles in the areas and the overall scale which can be attributed to gender. The highest mean is associated with males (3.48). The least mean is associated with females (3.44). To identify whether such differences are statistically significant or nor, the researcher of the present study conducted the t-test. The result of the t-test are shown below in table No. (6)

Table (6): The results of the t-test to identify the impact of gender on respondents' attitudes

The impact of gender on respondents' attitudes in the areas	F value	T value	Df.	Sig.
Transparency	.467	-.231	304	.37
Active participation	.529	-.751	304	.41
Accountability	.412	-.584	304	.23
Equality	.587	-.237	304	.19
Organizational effectiveness	.631	-.846	304	.24
overall scale	.480	-.764	304	.13

Based on table (6), the researcher of the present study found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to gender. The latter result applies to all the study's areas jointly and separately. That is because the significance value is 0.13 and the F value is 2.480. The latter result can be attributed to the fact that the males and females in the university administration are objective and non-bias in adopting the governance principles. Such principles includes the ones related to (transparency, active participation, accountability, equality, and organizational effectiveness). The latter result can be attributed to the fact that the faculty members are assessed in an objective and periodical manner. The latter result can be attributed to the fact that males and females hold an administrative and leadership positions in university without showing any discrimination between them. Thus, males and females hold periodical meetings with leaders and top management. They also hold periodical meetings with

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executive managers in the field. They also hold discussions about mistakes, teaching mechanisms, and academic plans in the aim of learning rather than meeting any other goal.

To identify the impact of major (human sciences and scientific majors) on the respondents' attitudes towards the extent of adopting the governance principles in in the faculties of Al-Balqa' Applied University (BAU) in the areas and the overall scale, the researcher of the present study calculated means and standard deviations. Those values are shown in table 7 below:

Table (7): Means and standard deviations to identify the impact of major on respondents' attitudes

Area	Category	Mean	Standard deviation
Transparency	Human sciences-related major	3.58	.31
	Scientific majors	3.46	.42
Active participation	Human sciences-related major	3.62	.34
	Scientific majors	3.58	.48
Accountability	Human sciences-related major	3.66	.29
	Scientific majors	3.57	.43
Equality	Human sciences-related major	3.53	.39
	Scientific majors	3.44	.47
Organizational effectiveness	Human sciences-related major	3.51	.40
	Scientific majors	3.46	.49
Overall scale	Human sciences-related major	3.37	.38
	Scientific majors	3.42	.47
	Overall	3.39	.45

Based on table (7), it appears that there are differences between the means of the respondents' attitudes towards the extent of adopting the governance principles in in the faculties of Al-Balqa' Applied University (BAU) in the areas and the overall scale. Such differences can be attributed to major. The overall mean is 3.39 and the overall standard deviation is 0.45. The highest mean is associated with human sciences-related majors (3.37). The least mean is associated with scientific-related majors (3.42). To identify whether such differences are statistically significant or nor, the t-test was conducted. Table (8) below presents the results of the latter test.

Table (8): The results of the t-test for identify the impact of major on the respondents' attitudes

The impact of major on respondents' attitudes in the areas	F value	T value	Df.	Sig.
Transparency	.924	-.780	304	.218
Active participation	.837	-.128	304	.296
Accountability	.767	-.689	304	.128
Equality	.274	-1.601	304	.184
Organizational effectiveness	.394	-1.795	304	.079
overall scale	.398	-1.467	304	.063

Based on table (7), the researcher of the present study found that there isn't any statistically significant difference between the respondents' attitudes which can be attributed to major. The latter result applies to all the study's areas jointly and separately. That

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is because the significance value is 0.63 and the F value is 1.467. The latter result can be attributed to the fact that the sampled faculty members have similar expertise, potentials, social status and cultural environment. In addition, it can be attributed to the fact that the sampled faculty members work in the same policies, philosophies, and procedures, regardless of their majors and faculties. Thus, those faculty members have similar attitudes towards the significance of practicing governance in the university as an approach to meet the requirements of improving competitiveness, though they differ in terms of academic qualification. The latter result can be attributed to the fact that the respondents comply with the administrative regulations and rules in the university. Thus, that make those respondents have similar level of knowledge about the extent of practicing governance in the faculties of the university.

Recommendations:

In the light of the study's results, the researcher of the present study recommends the following:

- 1) Promoting compliance with the governance rules and standards in Jordanian public universities through creating a suitable organizational climate and environment. The researcher of the present study recommends developing policies that promote excellence and foster constructive work. He recommends issuing legislations that include the dimensions and principles of governance in Jordanian public universities. He recommends developing the legislations that ensure enjoying actual autonomy by the public universities in financial and administrative areas.
- 2) Promoting the cultural of governance. The researcher of the present study recommends adopting the transparency and disclosure standards in all the administrative works. He recommends improving the employee performance in a manner that improves the way of practicing governance. He recommends practicing governance in a manner that allows institutions to handle current and future challenges. That is needed to raise the transparency levels and motivating employees to handle the shortcomings in performance. That shall positively affect the performance and efficiency of institutions.

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