

The impact of the governance on our universities-comparative study

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I- Introduction

The concept of governance is relatively new in the world of the economy, as it emerged only in the twenty-first century. Still, the basic questions for its emergence were due to the question of Adam Smith in his book *Wealth of Nations* 1776, where he said: "It is not expected that the directors of the shareholding institutions will supervise the institutions as if they were their owners because they manage other people's money, not their own money, and it is expected that it will be negligent in one way or another in the management of the affairs of this institution." (Al-Manasir, 2013) On this basis, questions have begun as to whether the holders of senior positions in the management of the enterprises themselves own the company's capital. Will they make the same decision as the decision-makers or senior management if they do not own the company's capital? However, the real appearance of the term governance can be found in a book. "The Modern Company and Private Property" for the years Barl and Mines in 1932, addressing the problem of separating ownership from management and whether this results in optimal utilisation of resources and the implications thereof in general, the term "governance" has emerged to address decision-making and problem-solving between capital holders and senior management, The latter concept was legally based on the compulsory three components of corporate governance: The Board of Directors is composed of the Financial Audit Authority, the Equivalent and Incentive Bodies, the Internal Audit Authority and the External Audit Authority, and extends the concept of governance in various areas from corporate governance to governance in several areas such as health, universities, and all humanitarian, social and economic aspects.

Problematic

The concept of governance has been introduced in almost all areas because it contains departments in the public sector, including university governance. The concept is to study how universities can be conducted optimally in order to achieve their objectives at the end of the university year, including improving the level of education and providing the necessary means to facilitate students' superiority as well as facilitating the task of professors and administrative frameworks.

How is the impact of university governance on Algerian universities?

For sub-questions, we have the following questions:

- What is the difference between governance and university governance?
- How can university governance contribute to increased investment in human capital?

Hypotheses

Basic hypothesis

The impact of university governance lies in having a positive impact on the level of education so that improving management raises the productivity of professors in general. This enhances the level of university students. Education at a higher level is one of the most important foundations of human capital. Therefore, when well-trained and educated, there is a positive impact that may result in the benefit and upgrading of the state economy.

Sub-hypotheses

The impact of the governance on our universities-comparative study

- The difference between governance and University governance lies in the fact that university governance is competent in the administrative aspect of universities only because universities are governmental, while governance is a public stake that is the basis for linking to capital holders and management
- Of course, governance is based on trying to improve management from scrutiny, transparency, etc., which is beneficial to human capital because it helps in timely decision-making.

1. University governance

Universities are now regarded as one of the most important components of modern society, especially in the knowledge world. These organisations aim to do the competencies of individuals and raise them in general. This is the result of raising the social situation of society as a whole, spreading the thought of innovation, and raising the performance of the latter. The idea of universities emerged more broadly after the Second World War and the growth of universities that existed before. The number of universities in the world is 26,368 in various parts of the world, including 4004 in India and 3282 in the world. and. M.L. ' A 1507 in Brazil and 1306 in Russia (Bank, 2020)

1.1. Internal governance of universities

The university system is based on two fundamental tasks that are necessary for their mission: to contribute to the consolidation of knowledge and the creation of new knowledge or so-called research. Nevertheless, the University cannot pursue its aspirations of isolation by respecting norms, standards, and customs. These institutions also rely on protection, persuasion, and promotion in their teaching methods.

As far as persuasion is concerned, it is the task of the supervisory bodies to assist in making political decisions that benefit the interests of the University, noting that the rules follow. As for promotion, it is a means of trying to convince the market that this umbrella institution has these advantages and offers its applications important offers and so forth. As for protection, measures are in place to prevent the outbreak of harmful objects to the institution internally and externally. However, in general, enterprises may tend to divide labor by establishing special units such as marketing, problem deposit interest, innovation interest, etc. (Bush, 1945)

Persuasion strategies for regulators have been found on the clear and explicit basis of trying to obtain a larger form of government resources for education and scientific research. This method was first introduced in the United States of America in the 1940s, and it also uses innovative marketing methods that illustrate its advantages as a promotional strategy to communicate with students. This marketing and promotion involve not only students but even gold beyond that, which is looking for donations and funding for research grants. What is meant here is looking at the financial market. Finally, promotion includes the orientation of intellectual capital holders from distinguished professors and teaching staff in general, And that is all because universities are professional organisations that are based on substantial intellectual capital or financial capital that are limited and have implications for the internal governance of universities. (Darby & Fullard, 1978)

The administrative pyramid can be regarded as an inverted pyramid because the rector is considered at the bottom of the pyramid, the opposite of most other economic institutions where the President is at the top. After all, the presence of the faculty becomes the main part

of the pyramid, and the president's role here is to do what the faculty expects. In this regard, the system becomes difficult to administer because the President must not act in an authoritarian manner, through which we see that universities are the only ones.

The faculty can fund its research through external research grants. As a result, the university's leaders are increasingly constrained in controlling the most important element, which is the flow of cash. All these constraints increase the number of projects that rely on individual researchers as opposed to public grants to these institutions. As a result, faculty members are more independent and can make these decisions, negatively affecting the university institution itself (Engwall, 2014).

Several classic studies have been found, including that of Carlson (1951), Stuart (1973), and Cotter (1982) on the conduct of the executive body. Studies A. Executives were constantly disturbed by having puppets tied to pegs and not leaders. At the same time, Tingblad's study (2002) found that executives are currently less vulnerable to disruption as a result of the creation of several new units. However, administrators still cannot fully control funding elements, causing them anxiety and disruption at this level. Another study at Sudanese universities showed both Anogwal and Anogwal in one year. (1999), 30 vice-chancellors of universities chose to work on long-term strategies. Despite this, they face many problems that need to be addressed immediately and found all these tasks to improve universities' reputation in order to attract financial resources, faculty, and students as well (Tengblad, 2002).

1.2. Governance of Overseas Universities

Higher education institutions and universities go through several stages where they develop by deleting the widest understanding of knowledge of their practical and theoretical components. The organisation and administration of universities changed dramatically in 2007, so its main objective is to meet social demand, as this type of investment is more of an investment in human capital than an investment that yields financial returns. That is why this system is confined to two aspects: the Cape Mali academic system or, as some call it, entrepreneurial universities. This aspect creates a kind of cooperation between economic interests and the industrial side as well as universities. That is, it focuses heavily on the commercial aspect that yields returns because the industry or major industrial companies are the largest financiers of some small research universities, while the government or territory controls most research universities because they are the main financier. This has essential advantages and disadvantages like the upside is that these research universities are not affected by what the economic market is going through because their financing is mainly dependent on the government and is generally not significantly influenced by the market. The stability of universities also influences large companies, but this makes funding stable and limits research. Many university directors see the combination of funding from both parties as being agreed upon by the University Council. (Bleiklie, 2007)

Interest in higher education has begun to expand at the level of all the world's nations so that the international impact has been unified in Europe, North America, Australia, and Asia. This process has resulted in a higher interest of the population of countries in higher education owing to its future returns. to increase the number of university professors, thereby enhancing their effectiveness in the overall national and global economy, thereby increasing their orientation to business, in order to increase their external funding and not to rely entirely on

government funding, To shield from its research product and promote accountability, transparency, and performance enhancement (Meyer & Ramí'ez, F, 2000)

2. The most important characteristics of university governance

The primary function of the university is not only to adhere to the government's priorities and implement the strategy established by the sector but also to serve the public interest in the short and long term. And on this basis, the concept of university governance has emerged in order to better manage and conduct universities by taking into account the objectives of all constituent parties of universities of students, teaching bodies, and the Board of Directors through specific policies for resource allocation and management performance and follow-up by publishing ongoing performance reports and on this basis found these characteristics to be followed to achieve governance within educational institutions (Abderrahman, 2018):

2.1. Transparency: Everything about the institution of higher education shall be clear from regulations, laws, reports, and resolutions and shall be fully and in detail so as to avoid ambiguity about administrative decisions due to several reasons:

2.1.1 Improved decision-making: This is because it provides sufficient and accurate information, thereby contributing to sound decision-making.

2.1.2. Anti-corruption: Transparency makes it difficult to carry out any administrative or financial corruption due to its easy detection and quick access to the author of this decision.

2.1.3. Spreading trust among members: Transparency contributes to the emergence of trust among all parties in the educational process, from the community to the higher governing body.

2.1.4 Promoting and regulating responsibility: Transparency makes every individual responsible for his or her performance of actions and decisions, which leads him or her to be strictly committed because he or she will be responsible in the event of failure of his or her best decisions.

2.2. Accountability: Transparency contributes to determining the responsibility of each individual in the University, making him/her primarily responsible for every decision and its consequences, as well as ensuring the right of shareholders to hold the board of directors and management in all its components accountable.

2.3. Independence: This means that the decision-makers are independent of the board of directors and its committees, which relieves them of pressure in making decisions

2.4. Enhance competition: Good university governance enables the University to compete at the regional, local, and even international levels if it achieves the desired scientific results.

2.5. Ensuring financial sustainability: Good governance contributes to achieving the desired results from the various components of the University as well as the contributors to its activities, which guarantees the university permanent funding for scientific research.

2.6. Discipline: Governance seeks to follow a certain ethical behavior within the institution among its constituent members, which makes it easier for an individual to perform his/her tasks.

3. University governance objectives

Governance is based primarily on the best management of economic institutions as well as higher education institutions, which are based on several strategic objectives that improve the

quality of academic management and improve competencies. We summarise them as follows (OECD, 2015):

- Developing transparency and accountability by clarifying the processes before the teaching staff, students, and society to facilitate their understanding of decisions and mechanisms for making. This enhances oversight processes and increases the ability to evaluate decision-makers.
- Ensuring integrity by promoting ethical principles by applying these values in all academic cases, thereby promoting equality among all individuals and combating corruption.
- Enhancing academic quality ensures achieving high standards that contribute to raising the quality and development of education as well as monitoring the performance of colleges and their programs.
- Achieving financial sustainability by attracting long-term scientific research investors and avoiding financial waste by perfectly managing the budget.
- Promote representation and participation by allowing all decision-makers to participate in decision-making with students, faculty, administration, and society to ensure that decision-making is in line with the interests of these groups.
- Encourage innovation and creativity by creating a convenient environment for members that encourages them to achieve innovations that help the enterprise and creativity and flexibility in solving problems and crises.
- Promoting competition by developing academic programs, which helps the enterprise compete both locally and globally.
- Achieving compatibility between regulatory and legal requirements by complying with the standards of domestic and international laws contributes to the preservation of its legitimacy and the strength of the enterprise.
- Improving students' experience of achieving the right environment and strengthening administrative and academic services, i.e., convincing them that they have an essential role in the institution of higher education.
- Effective management through the application of effective management principles and improved management structure through the distribution of functions, performance control, and clarification of responsibilities.

4. University governance models:

University governance is based on the organization and management of both the quality of education and scientific research, taking into account both faculty, students, administrative body, and society, we will summarise these models in the following table (Dobbins, Knill, C., & Vögtle, E. M, 2011)

Table (1): The governance models

| governance models | main characteristics | advantages | disadvantages |
|--|---|---|---|
| Traditional Academic Model (Olsen, 2007) | Collective decision-making
-The hierarchy of academic structure
- The University Council is the highest decision- | - The independence of scientific research and teaching.
- Ensure academics' participation in decisions affecting their tasks | Be slow to respond to external changes.
- The likelihood of internal conflicts between academic departments. |

| | | | |
|--|---|---|--|
| | <p>making authority.</p> <ul style="list-style-type: none"> - Relies on public funding and research grants | | |
| Professional Management Model (Marginson & Considine, M, 2000) | <p>Leadership is central to the presence of a chief executive.</p> <ul style="list-style-type: none"> - Relies on performance indicators using quantitative measures in evaluation. - The characterized structure is more characterized. - Dependent on various sources of funding | <ul style="list-style-type: none"> - Resource efficiency is increasing and evolving. - Follow changes in the higher education environment so its response is quick and immediate | <ul style="list-style-type: none"> - This pressure may lead to tension between management and academics. - Diminishing the importance of the academic mission due to financial objectives. |
| Stakeholder Model (Jongbloed, Enders, J., & Salerno, C, 2008) | <ul style="list-style-type: none"> -It is characterized by the broad participation of students, graduates, and members of society in decision-making. - Transparent decision-making process is open to all. - The existence of characters advisory boards. - There is consensus among all parties. | <ul style="list-style-type: none"> - It promotes a sense of division of responsibility so that all share it. - Ensure that university decisions and their needs are met and that the needs of all parties are met. | <ul style="list-style-type: none"> - Slow decision-making process and difficulty in making such decisions. - The inability to balance the interests of all parties causes us a conflict in this medium |
| Government Model (Clark, 1983) | <ul style="list-style-type: none"> - It depends entirely on government funding. - It has policy directions according to the government and its strategies. - Posts shall be appointed by or under the influence of the Government. - It is characterized by extensive public accountability and government control. | <ul style="list-style-type: none"> - Ensures compatibility between the University's strategic objectives and the Government's priorities. - Ensure continued financial stability led by the Government | <p>The responsibilities and decisions of the academic body are limited and restricted.</p> <ul style="list-style-type: none"> - Political interference in these academic decisions, resulting in a conflict of interest. |
| Market model (Dill, 2003) | <ul style="list-style-type: none"> - Competitive in attracting students and funding that increases the level of higher education. -Marketing is invested heavily in programs and services. - Partnerships with industries and the business sector. -It is flexible in adapting | <ul style="list-style-type: none"> - Promote both creativity and innovation, which is what the market needs and changes. - Increased competencies and improved university services according to parties' and market needs | <ul style="list-style-type: none"> - It neglects some of the undesirable disciplines in the market but they are academically important. - It focuses heavily on short-term results and neglects basic scientific research. |

| | | | |
|--|--|--|--|
| | to academic programs according to market demand. | | |
|--|--|--|--|

Source: Prepared by the researcher based on several sources

5. Some major countries' experiences with university governance:

University governance has made significant progress at the level of several countries in terms of the development of scientific research. This research has been based largely on funding outside the government framework, allowing universities to be more independent in making decisions away from government pressure and specific policy orientations. The following is a comparison between several countries before and after university governance is applied:

5.1.USA experience

Prior to the application of university governance, the United States of America had a high bureaucracy and slow decision-making, and stakeholders had little involvement in decision-making. However, after the introduction of the university governance curriculum, the proportion of universities with financial and administrative autonomy rose to 70% of the number of universities, and the equity of American universities rose globally. The proportion of public funding for public universities fell from 38% in 2000 to 27% in 2017. The proportion of fee revenues increased from 29.2% in 2000 to 46.4% in 2017 (Statistics., 2019). It became 8 of the world's top universities by the Shanghai World University Ranking Q.S. in 2023 (Shanghai Ranking Consultancy., 2023), and the number of papers published by students from American universities increased by 13% in the last decade (2010-2020) ((NSF), 2022)

5.2.U.K. experience

The Government was the only source of funding for universities and this resulted in government interventions in both teaching curricula and faculty-oriented policy and direct intervention in decisions. However, after the reforms and the implementation of governance, financial autonomy increased, and direct government funding decreased from 64% in 1997 to 25% in 2018 (Universities UK, 2019). The quality of scientific research improved, with the number of published papers increasing by 27% between 2008 and 2014. University revenues from tuition fees and research contracts increased from 25% in 2000 to 50% in 2020 (Higher Education Statistics Agency, 2021). The number of international students in British universities increased from 231,000 in 2000 to 556,625 in 2020 (UK Council for International Student Affairs, 2021).

5.3. Germany experience

Prior to the adoption of the entrepreneurship model in German universities, the administrative structures were stagnant and the universities' links to the private sector were virtually non-existent. But the biggest change occurred in universities when the entrepreneurial governance model was adopted, the number of patents registered between 2000 and 2019 increased by 47% (German Patent and Trade Mark Office, 2020), The proportion of non-governmental funding for scientific broadcasting also increased from 14.1% in 2005 to 28.9% in 2019 (Federal Ministry of Education and Research, 2020), weakening from its predecessor The ranking of German universities in the top 200 universities in the world has risen from 12 in

2005 to 23 in 2019, according to the QS World ranking (QS World University Rankings 2023, 2023).

5.4. Japan experience

The higher education system or national universities were directly under the control of the Ministry of Higher Education and this resulted in a lack of financial and administrative flexibility. State reforms, including university-level reforms, early in 2004, 89 national universities were converted into financial and administratively independent institutions of the Government (Ministry of Education, 2005); The number of papers published in the global fields between 2004 and 2014 has already increased by 18% (Japan Society for the Promotion of Science, 2016). External funding for the university sector rose from 2.7% to 9.8% between 2000 and 2020 (Organisation for Economic Co-operation and Development, 2021).

5.5. Australia's experience

Also, Australian universities relied mainly on government funding, resulting in a few international students as a result of the Government's trends and intervention in the academic curriculum. However, after the experience of university-level governance, the number of international students rose from 100000 in 2000 to 700000 in 2019 (Australian Government Department of Education, Skills and Employment, 2020), and the proportion of direct government funding from 60% in the 1990s to 40% in the last decade. (2010-2020) (Universities Australia, 2020), Australian universities also advanced in the world ranking of the top 200 universities from 8 in 2005 to 12 in 2023 (QS World University Rankings 2023, 2023).

6. University governance in Arab countries:

Applying the concept of governance at the level of Arab universities is new, especially at the level of North African countries. In general, Arab universities are subsidiaries of the Government, both financially and administratively, and there is no real autonomy in decision-making. Transparency is very little other than students' and faculty's participation in decision-making. The following table summarises a comparison between university governance in 6 Arab countries:

Table (2): University governance in arabic states

| State | Percentage of universities accredited | Percentage of students' participation in decision-making | Percentage of expenditure on scientific research (% of GDP) | Degree of financial autonomy (1-10) |
|--------------|---------------------------------------|--|---|-------------------------------------|
| Egypt | 60% | 30% | 0.72% | 6 |
| Saudi Arabia | 75% | 25% | 0.82% | 7 |
| UAE | 80% | 40% | 1.30% | 8 |
| Morocco | 55% | 35% | 0.71% | 5 |
| Jordan | 70% | 45% | 0.70% | 6 |

| | | | | |
|---------|-----|-----|-------|---|
| | | | | |
| Tunisia | 65% | 50% | 0.60% | 5 |
| Algeria | 58% | 40% | 0.54% | 4 |

Source: prepared by the student after reliance on several government sources

Note: The proportion of accredited universities is a key indicator that assesses the quality of higher education in these countries. It is subject to formal evaluations by universities, whether from local or international bodies and ensures adherence to global laws and regulations as well as quality.

In terms of accredited universities, the UAE presides over the ranking by 80%. This is due to its large expenditure on scientific research, which was estimated at 1.30% of GDP, and high student participation in decision-making, which was estimated at 40%. All this has helped with its financial independence. The Kingdom of Morocco's universities are below its accreditation ranking because of students' low participation in decision-making, estimated at 35% and the low financial independence of universities, estimated at 5 out of 10.

In conclusion of the foregoing analysis, we can say that the accreditation and upgrading of universities at both the local and international levels must be financially independent of government significantly and also have special financial resources both from private sector companies and entrepreneurs. Students must also have a say in decision-making, i.e. universities must be participatory and transparent in order to improve and develop at university levels.

7. The fourth-generation project of the University of Algeria:

The Algerian University is modernizing and transforming itself into a digital and entrepreneurial model. The goal is to create a connected 4.0 university that is conducive to innovation, entrepreneurship, and wealth creation. To achieve this goal, 23 institutions, including colleges and universities, have been selected for the transition to university 4.0 this year. A Master Plan of Digitization (SDM) is implemented, using technologies such as facial recognition, interactive tables, online platforms, and web applications; University 4.0 offers students significant benefits: access to online information and courses, online registration, international collaboration, dual degrees, and dual competencies. It also encourages the creation of start-ups and micro-enterprises by providing favorable conditions for entrepreneurship.

Internationalisation is another major axis of this transformation. The University allows students to take international courses and collaborate with foreign universities. Online platforms allow for collaboration with international students, and dual graduation is encouraged; the entrepreneurial model is accompanied by new initiatives such as dual diplomas and dual competence. A dual diploma means two degrees in relation to the main specialty, while dual competence offers two courses without leading to two diplomas. These initiatives aim to provide students with more comprehensive training paths that are tailored to the needs of the labor market. To facilitate access to international training, the emphasis is on

training in English. Some subjects are taught 100% in English and training programmes for trainers in English are being implemented. An intensive language training center also offers training to over 30,000 students.

The Algerian University is thus committed to a profound digital and entrepreneurial transformation, aimed at offering students modern training adapted to the needs of the 21st century, and contributing to the economic development of the country, The content of the fourth generation of universities stipulates the obligation of digital transformation and the use of advanced technology in higher education institutions to keep pace with the fourth industrial revolution in Algeria (Algerian Ministry of Higher Education and Scientific Research, 2020). This poses a major challenge to the Government body at present because of the many changes to be taken, all of which are part of the introduction of governance at the level of Algerian universities. The content of this resolution contains several dimensions which we will summarise as follows:

7.1. Advanced digitization

which ensures the compulsory introduction of advanced technology in all aspects of university life with the establishment of a smart campus accessible through servers connected at the national level, as well as the use of advanced learning management systems (Benziane, 2021).

7.2. Innovative education

The use of newly innovative teaching methods such as Blended Learning (Algerian Ministry of Higher Education and Scientific Research, 2020)., updates and developments of distance courses widely open to the context of higher education in Algeria, developing and enhancing skills that help solve problems and raise the level of critical thinking (Ghouali & Benmansour, S, 2021)

7.3. Innovation in scientific research

developing and integrating modern technology at the laboratory level and research centers, investing in expanding entrepreneurship and contracting thinking, and creating an environment that helps creativity, innovation, and orientation to flexibility at the level of scientific research in diverse disciplines (B & Sebbane, 2020).

7.4. Entering into partnerships between the industrial sector and higher education institutions

this is by trying to adapt academic curricula to the market and its current and future projected needs and moving towards investing in business incubators while strengthening private industrial partnerships with facilities that benefit the sector, such as tax cuts (Zerrouki & Belarbi, K, 2022).

7.5. Rehabilitation and modernisation of academic curricula

by combining existing curricula with modern technology and developing skills deal with continuous technological modernisation and digital economy with the use of large servers that bear the huge amount of data used in distance education (Mebarki & Mokhtari, 2021).

7.6. Promotion of universities at the international level

This is done in accordance with international regulations and laws while increasing research cooperation with prestigious international bodies. This improves the overview of

Algerian universities and ensures students' participation in important decisions. This encourages the continuity of scientific research between students and professors.

7.7. Inclusion of university governance at the departmental level

Improving management efficiency requires updates at the digital systems level and widespread transparency among the various constituent parties of the University and the community, raising accountability at several levels to fight administrative and financial corruption.

8-Sustainable development: integrating academic curricula with sustainable development goals, raising awareness at the level of responsibility taking on the results of decisions, and developing research projects in all its aspects, especially those that study Algeria's environmental challenges as well as social (Development, 2023)

8. Hypothesis Test

- The basic premise is relatively valid. University governance does not raise the level of higher education professors; it is mainly based on obtaining funding outside the framework of government and optimal university administration.
- The first sub-hypothesis is wrong because university governance is based primarily on achieving greater autonomy in setting goals by obtaining external funding.
- The second sub-hypothesis is correct.
- The third sub-hypothesis is correct.

9. Conclusion

The purpose of this paper was to study university governance in its dimensions, its impact and contribution to the country's economic development, its contribution to raising the level of higher education, and the rankings of the world's universities. This conclusion was drawn after examining the impact of this governance after its application to universities, both international and Arab.

- Universities, in general, need governance to upgrade their research and study products and raise their order and strength of influence globally.
- University governance is a coherence between the management of its administrative and funding side together with the study of the circumstances surrounding the University.
- Transparency and accountability are two of the most important pillars of university governance, which contribute significantly to making valid decisions and also prevent the spread of administrative and financial corruption.
- Students' participation in decisions contributes to raising the strength of universities and is central to university governance.
- Universities need funding outside the Government to enjoy greater autonomy in decision-making away from State policies.
- University governance coordinates between the owners of the industrial sector and the University in order to obtain financing from this sector in return. Scientific research is directed to serve the market.
- The relationship between university governance and investment in human capital is complementary so that the application of governance is properly invested in human capital, resulting in growth in the local economy.

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