

EVALUTATING THE PRACTICELEVEL OF UNIVERSIY GOVERNANCE PRINCIPLES AT THE UNIVERSITY OF NAWROZ: AN ACADEMICIAN'S PERSPECTIVE

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ABSTRACT

The objective of this research paper is to evaluate the practicelevel of university governance principles at University of Nawroz. In order to answer the research questions, questionnaire was designed which contained (28) items distributed to four basic principles of university governance's example accountability and responsibility principle, autonomy principles, disclosure and transparency and participation. The study's findings revealed that the actuality of implementing governance at the University of Nawroz (from the perspective of academicians) was generally medium. The results also showed that there were no statistically significant differences in the degree of applying governance at the University of Nawroz regarding all study variables except gender. The study recommended further activating of university governance principles and overcome the challenges facing the implementation of principles.

KEYWORDS: Governance, University Governance Principles, Good Governance.

1. INTRODUCTION

1.1 General Introduction

The governance concept has been an important topic in the world business over few past decades. Especially, after economic crisis in Russia, Latin America and East Asia or financial crisis that collapse economic of United States and Europe. As a result, the way of running business changed in many areas such as demands of stakeholders for more transparency and accountability, control of ownership, expansion of participation and follow up regulations and laws. Accordingly, corporate governance codes and policies have been issued by countries and international organizations to be adapted by businesses (Aguilera, Kabbach de Castro, Lee, & You, 2012). For instance, in The United Kingdom Cadbury Commission has developed a framework of corporate governance in 1992, likewise the Organization for Economic Co-operation and Development (OECD) in 1999 has issued principles of corporate governance in The United States (Muhammad, 2011).

University governance principles in Private Universities has been widely recommended by literatures. Henard and Mitterle (2008) agree in their assessment that governance is important in achieving university activities efficiently, performance quality and excellence, and a

balance between independence and involvement. Similarly, Al-Arini (2014) suggested announcing university governance principles, enforcing them on university departments and councils, organizing committees to oversee their implementation, and putting in place effective organizational structures to achieve genuine balance between responsibilities and powers.

Good university governance principles play an important role in managing university. The principles outline how the university should be managed and how it should meet the requirements and expectations of stakeholders, including students, professors, government entities, non-governmental organizations, and the community (Sumarni, 2010). Nassereldeen (2012) mentioned that the application of university governance increases the concepts of transparency and accountability, autonomy, equity also it contributes to fulfill university objectives in efficiency and effectiveness.

The purpose of this study is to explain the application of university governance principles at the University of Nawroz from academic point of views. The remaining of current study is organized as follows. Section two discusses briefly literature review. Section three explains methodology of study. Section four presents

research results and discussions. Finally, section five provides conclusions and recommendations.

1.2 Statement of Problem

The study problem can be determined that in the absence of university governance principles practices in private universities based in Kurdistan Region of Iraq. The university may face many difficulties and challenges regarding university policies, strategy plans, improving learning outcomes. research problem can be formulated in the following key questions:

1. What is the practice degree of applying university governance principles at the University of Nawroz from the academician's perspective?

2. Is there a statistically significant variation in the degree of practicing university governance principles at the University of Nawroz conferring the study variables (Gender, academic rank, experience)?

1.3 Objectives of Research

This case study seeks to identify the application of university governance principles at the University of Nawroz from the academician's perspective. The main objective is divided to sub-objectives as follows:

1. Determining the application level of university governance principles at the University of Nawroz from the academician's viewpoint.

2. Examining if the participants' views on governance at the University of Nawroz are influenced by their gender, academic rank and years of experience.

1.4 Research Hypothesis

The research aims to examine the validity of the following hypothesis in order to provide an adequate response to the research questions:

H1: The level of availability of university governance principles at the University of Nawroz from the academician's perspective is medium.

H2: Are there a statistically significant differences at function level ($\alpha \leq 0.05$) in the views of the study sample regarding the reality of the practicing university governance principles according to variables (Gender, academic rank, experience).

2. Literature Review

2.1 University Governance Concept

In recent years, the term "governance" has been growing interest in the research literature in the area of economics, financial, political and educational sciences. It has become more

common during 1990s after publishing book with title "Governance without Government" (Rosenau and Czempiel 1992).

The task force on higher education and society (2000) defined it as a set of formal and informal procedures which are allowed higher education establishments to make sure that its policies are implemented and monitored, as well as to make a proper decision.

For Henkel (2007) university governance means as a system for controlling and directing universities in order to improve accountability and productivity, to meet university goals and the expectations of society and stakeholders, and to specify value within universities; their system decision-making and resource compilation, their tasks and objectives, the authority model, and hierarchical structure.

According to a definition provided by Khurshid and Yusuf (2009, P.13) "*set of laws, regulations and instructions that aim to achieve total quality and excellence in performance by selecting appropriate and effective strategies to achieve the goals of the university and its strategic objectives. It also means all organized procedures that govern relations between stakeholders and have a direct impact on performance. Including the supply of universities by force that is sustainable, responsible and reasonable*".

The term university governance is used by Alshaer et al. (2017) to describe governance through principles such as transparency and disclosure, laws and regulations, accounting and accountability, the responsibilities of the board of directors' attention to the rights of all the beneficiaries, and academic freedom in universities that contribute to the achievement of strategic aims.

A similar definition has been proposed by Wahyudin et al. (2017) who expressed university governance in some indicators such as disclosure and transparency, accountability, responsibility and responsiveness, independence, and fairness principles.

2.2 Importance of University Governance

The importance of applying university governance principle by higher education institutions has been intensively discussed by literatures from different perspectives (Wang, 2010; Dee, 2006).

- The presence of governance in universities offers an organizational framework that can help institutions achieve their goals.

- The use of university governance principles creates an environment conducive to teamwork and resource optimization.
- Reducing differences in university work by distributing tasks and services and managing them in an equitable manner.
- Improving university transparency, correctness, and clarity, resulting in increased community trust in institutions.
- To safeguard the independence and integrity of all university employees.
- Using preventative control measures to reduce variations to the bare minimum while also eliminating administrative and financial misconduct.
- Governance is a system of control and self-regulation that leads to the most effective execution of laws.

2.3 Objectives of University Governance

University governance achieve several objectives for the universities as follows (Chan,2007):

- Enhancing effectiveness of universities and increasing its internal and external efficiency by developing a workable environment.
- Assisting university management in formulating strategic plans and making smarter decisions that lead to efficient performance.
- Improving the interaction between universities and all those who benefit from their services.
- Improving and strengthening the performance of universities.
- Reducing risks and conflict in the universities which undermine works and tasks to minimum level.
- Developing laws and rules to guide university top management in assuming administrative responsibilities while maintaining the discipline and justice of all employees.
- Confirm that universities have administrative systems in place to identify and achieve goals, as well as track performance and ensure accountability.
- Improving the university's overall image and reputation.
- Enhancing academic, administrative, and student engagement in decision-making processes

2.4 University Governance Application Obstacles

Implementing university governance concepts is not without its challenges. These

challenges can be listed as follows (Shattock,2006):

- 1.Students may be able to bring the nature of culture in society to the university.
2. The country's overall political atmosphere will have an influence on university life in terms of discipline and freedom of expression.
- 3.Laws and regulations governing higher education institutions.
- 4.Choosing policies for university administration.
- 5.The mechanism of choosing university academic staff.

2.5 Principles of University Governance

Every country's university governance principles may be different. Because university governance is not constant, it varies from one time to the next, based on societal and global community changes and needs (Hussin&Asimiran, 2010). Several principles of university governance were mentioned in the literature, with the following being the most widely discussed:

1.Transparency and Disclosure

Transparency and disclosure are fundamental aspects of university governance in order to ensure the accomplishment of confidence, honesty, and impartiality in university management operations. It gives a clear and accurate image of what goes on at the university. It also implies that both financial and non-financial data should be made available to decision-makers. This information, as well as any linked data, should be freely available and easily accessible to anybody touched by the institution, whether through the media or other forms of communication(Negara &Purnamasari, 2018).

2.Accountability and Responsibility

One of the most important aspects of university governance is accountability. Higher education management and decision-makers are held accountable for their decisions and actions to stakeholders and the broader public. It is an important component of successful university governance, not just in the public sector but also in the commercial sector and non-governmental organizations. They must be held accountable and responsible for the decisions they make in the judgements of society and the people who will benefit from them. (Sabandar et al, 2018).

3. Autonomy

Autonomy is seen as a critical component of successful university governance procedures. Financial autonomy and academic autonomy are

the two elements of autonomy. Financial autonomy comprises the ability to borrow money, invest money in financial assets, sell and purchase assets, determine tuition costs for students, accumulate reserves, and carryover excess. Academic autonomy refers to a university's capacity to develop or restructure course curricula, introduce new degree programs, or cancel existing degree programs, as well as academic structures, entrance standards, student discipline processes, and program evaluation. (Abu Dhabi Governance Center, 2016).

4.Participation

One of the most important principles of successful university governance is participation. It outlines how stakeholders and their interests are taken into consideration during the decision-making process. Academic staff, students, government organizations, non-governmental organizations, alumni, and the local community are all common stakeholders in university problems, depending on the type of university and whether it is private or public. A stakeholder assessment process is required to guarantee the implementation of effective university governance in higher education (Warsono,2009).

5. The Rule of Law

Compliance with rules and regulations should be a part of good university governance. Human rights will be protected if the university follows the rules and regulations. A solid legal system with an independent and trustworthy court would aid in the promotion of democracy, the application of governance principles, and the protection of human rights. Laws and regulations should not be implemented arbitrarily.

6.Fairness

Good university practice should aim to achieve justice for all stakeholders, satisfy their needs, and uphold the rule of law. It also helps to boost stakeholder trust in the university in general (Corcoran & Suzanne ,2004).

7.Effectiveness and Efficiency

Effectiveness and efficiency are significant indicators of university success in terms of meeting their objectives in the context of excellent university governance. Furthermore, it assesses higher education institutions' ability to make the best use of resources while also considering sustainability and environmental preservation. (Negara & Purnamasari, 2018).

2.6 University Governance Models

Trakman (2008) outlines five models of university governance as follows:

1.Academic Governance Model:In the context of university governance, this approach is widely employed. It is a classic paradigm of university governance that thinks scholars must administer the institution. The reason for this is because academic staffs are gaining a better knowledge of the university's overall aims. Academics have more representation and a stronger voice in decision-making in academic governance.

2.Corporate Governance Model: Corporate governance is a system of rules, policies, and practices that indicate how a company's board of directors manages and oversees the operations of a company.Universities all across the globe employ this governance model to some extent. It focuses on university management through a team of experts, including academic staff and students.

3.Stakeholder Governance Model: A stakeholder is a person or a group of individuals who are impacted directly or indirectly by a company's operations. This approach focuses on a wide variety of stakeholders, including lecturers, students, faculty, government, society members, and non-governmental organizations, to administer the institution.

4.Trustee Governance Model: The university is governed and operated by a trustee board that is chosen on behalf of the beneficiaries. In practice, due to the complexity of selecting board members, it is difficult for universities to implement such a model.

5.Amalgam Governance Model: Amalgam model combines of all four previous model.

2.7 Previous Researches

Good university governance has been found to have a significant impact on lecturers' and students' satisfaction with instructional quality. Several studies have sought to determine the extent to which university governance concepts are being implemented in higher education institutions. The following is a list of some of them:

Henard and Mitterle (2008) conducted research into the efficiency of university governance principles in French higher education institutions, as well as how to differentiate between governance principles and quality criteria. They discovered that university governance has become an important instrument for improving higher education quality and balancing self-government and accountability.

Al-Abbas (2009) investigated the availability of university governance principles and how to improve the quality of education compare to

international universities in Saudi Arabia Kingdom. He came to the conclusion that putting university governance ideas into practice has a favorable impact on the higher education industry. On the contrary, he looked at universities' deficient use of governance concepts.

Al-Farra (2013) investigated whether Palestinian universities have university governance principles and what obstacles they confront. As a result, university visions and goals are not updated on a regular basis, and there are no procedures in place to put governance principles into effect. In addition, there is a lack of a culture of responsibility and assessment processes.

Negara and Purnamasari (2018) evaluated the implementation of eight key principles of university governance which comprise

transparency, accountability, participation, responsiveness, consensus orientation, effectiveness and efficiency, equity and rule of law in new Indonesian universities. They discovered the usefulness of university governance principles, yet universities have challenges in comprehending and assessing management systems.

Nurul et al. (2020) set out to investigate the impact of effective university governance principles on Malaysian universities' intellectual capital. They came to the conclusion that implementing effective university governance principles has a significant impact on university performance, as well as increasing the attraction of intellectual capital, which might improve the quality of lecturers, facilities and infrastructure, and management.

3.METHODOLGY

3.1 Research Model

The research model used in this study is shown in figure.1

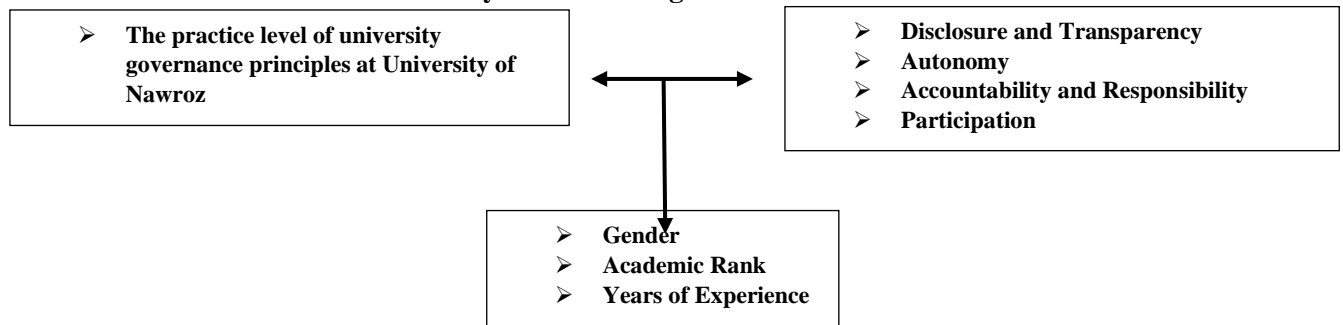


Fig.(1):- Research Model

3.1 Research Sample

University of Nawroz as a first private university established in Duhok City has been selected to explore the level of applying university governance principles. The University of Nawroz started teaching and accepting students in the 1st of December 2004 after receiving approval of Consultation Committee - Ministry of Higher Education and Scientific Research of Iraqi Kurdistan Region number (3/2). Currently, the university consist of five colleges and fourteen academic departments (Nawrozuniversity.com). All members of five colleges boards have been chosen by research as a respondent including deans of five colleges and heads of all fourteen academic departments.

3.2 Research Data Collection and Analysis

So as to achieve the aims of research paper Five Likert Scale utilized to collect primary data from respondents. The questionnaire contains two main sections. Where section one includes information about profile of respondents such as gender, age, scientific title and working experience. The section two divided into four main principles of university governance.

The Questionnaire was sent to participants through Google Form. It is a cloud-based data management application provided by Google Inc that can be used to create and design web-based questionnaires. This program is freely available on the internet for anyone to use and build web-based questionnaires, with other benefits such as endless surveys and 100 percent free access (Vasantha& Harinarayana,2016). A total of 14th responses was obtained out of 20th responses

with recovery rate 70%. Afterward, Statistical Package for the Social Sciences (SPSS) was employed to interpret reliability and validity of the data collected from online questionnaire.

3.3 Questionnaire Reliability and Validity

3.3.1 Questionnaire Validity

The initial copy of questionnaire was given to a group of specialized examiners to ensure that all items were authentic in terms of relevance, clarity, and linguistic soundness. According to

the opinion of examiners some questionnaire items were modified for the validity of the study. Afterward, the final draft of questionnaire was distributed online through The Google Form to the respondents.

3.3.2 Questionnaire Reliability

The reliability and validity of study instrument was measured by Cronbach's Alpha formula as follows:

Dimensions of Study	Cronbach's Alpha	No of Items
Disclosure and Transparency	0.827	7
Autonomy	0.761	7
Accountability and Responsibility	0.899	7
Participation	0.885	7
Total Cronbach's Alpha	0.954	28

The acceptable range of Cronbach's Alpha is 0.60 and above. Cronbach's Alpha calculated and the results ranged values between (0.761-0.899), meaning that the questionnaire has strong reliability and validity coefficient.

4. Results and Discussion

To answers the research questions Statistical Package for the Social Sciences (SPSS) was utilized in order to investigate the reliability and validity of the data collected from online questionnaires.

4.1 Analyzing Demographic Variables

Table(2):- Demographic Variables

Variables	Classification	Frequency	Percentage
Gender	Female	3	21.4
	Male	11	78.6
Age	Below 35 Years	3	21.4
	35 - 44	5	35.7
	45 Years Above	6	42.9
Scientific Title	Lecturer	5	35.7
	Assistant Professor	9	64.3
	Professor	0	0
Working Experience	Less than 5 Years	0	0
	5 – 10 Years	3	21.4
	More than 10 Years	11	78.6

The table.1 describes the demographic variables of research paper respondents. It can be seen from the table above men account for 78.6 percent of the research sample, while women account for 21.4 percent. The table demonstrates that 42.9 percent of respondents were 45 years or above, while the remaining were divided between below 35 years and 35-44 years old. In

terms of scientific title, the table shows that 64.3 percent of participants their titles were assistants professors, and the rest 35.7 were lecturers. It can be noticed from the table that the majority of respondents have more than 10 years working experience with 78.6 percent, compare with 21.4 percent of respondents who have working experience between 5 to 10 years.

4.2 Analyzing Empirical Results

Table(3):- Disclosure and Transparency Principle

No.	Items	M	SD	Practice %	Ranking
1	The University publishes documents outlining its objectives, strategy and vision.	3.357	1.15	%67.14	2
2	Information and data are published regarding future plans and projects.	3	1.3	%60	6
3	The University presents expenses and revenues to stakeholders.	3	1.04	%60	7
4	The University clarifies the mechanism of nomination for managerial positions.	2.571	1.09	%51.42	5
5	The University reveals the policy of grants and rewards.	2.571	1.16	%51.42	4
6	All performance reports are disclosed by university board.	3.071	1.21	%61.42	3
7	The university has a clear payroll system for all jobs.	3.427	1.16	%68.54	1
Overall Average		2.999	1.158	%59.98	

Table.3 provides the degree of practicing disclosure and transparency principle by university case study. The empirical results analysis shows a medium application of disclosure and transparency principle with overall mean (2.999) and Stander Deviation (1.158). The simple majority of research sample agreed that the university has a clear payroll system and publishes documents outlining its objectives, strategy and vision with near (%68).

Conversely, both having clear mechanism of nomination for managerial positions and reveals the policy of grants and rewards achieved lowest rank with only (%51.42). Transparency benefits employees by strengthening their sense of belonging and increasing their productivity, as well as strengthening the values of university, reducing uncertainty and blurring.

Table.4 Autonomy Principle

No.	Items	M	SD	Practice %	Ranking
1	The University relies self-financing resources to finance its activities.	4.500	0.85	%90	1
2	The colleges and departments of the University set their own budget.	2.429	1.28	%48.58	7
3	The University guarantees the independence of the external auditor of its financial accounts.	3.071	1.14	%61.42	4
4	The University management has independence concerning financial and administrative decisions.	3.286	1.33	%65.72	3
5	The University has full independence in investing its financial resources.	3.357	1.22	%67.14	2
6	The process of assigning to university management is not subjected to external interventions.	3	1.36	%60	6
7	The University is committed in implementing annual budget items.	3.071	1.07	%61.42	5
Overall Average		3.245	1.178	%64.9	

The table.4 shows the indicators of practicing principle of autonomy by university of Nawroz such as administrative and financial autonomy. It can be seen from the table above that the autonomy principle of university governance and its requirements is adapted to some extent. The statistical figures illustrate overall average (3.245), Stander Deviation (1.178) and level of practice (%64.9). The majority of research participants agreed on the first variable that the

university relies self-financing resources to finance its activities with Mean (4.500). While, the second variable colleges and departments of the University set their own budget recorded the lowest result with only (%48.58). The result can be interpreted that universities do not has any source of revenue except student's tuition fees. Furthermore, the university should invest its financial resources in better way without any external interventions.

Table.(5):-Accountability and Responsibility Principle

No.	Items	M	SD	Practice %	Ranking
1	The University has a clear system of responsibilities and powers.	3.42	1.34	%68.58	1
2	University's staff are clearly aware of their job rights and duties.	3	1.11	%60	4
3	University's staff have the necessary powers to make decisions regarding their work.	2.571	1.28	%51.42	6
4	The University has a specific accountability system for all staff.	3.143	1.17	%62.86	3
5	Stakeholders have the right to question management about the performance of the university.	2.857	0.73	%57.14	5
6	The University has clear criteria for evaluating the performance of all employee.	3.286	1.23	%65.72	2
7	There are laws that ensure accountability for those who are careless in their work.	2.857	1.17	%57.14	7
Overall Average		3.020	1.147	%60.4	

Table.5 presents the level of practicing accountability and responsibility principles by university selected as case study. In general, the results show the degree of adapting accountability and responsibility principles is slightly above medium. The overall an average figure of this principle revealed Mean (3.020) and stander deviation (1.147). A large number of research respondents approved that the University has a clear system of rights and duties

with Mean (3.429) and Stander Deviation (1.34). Similarly, having a clear criterion for evaluating the performance of all employee achieved second highest record Mean (3.286) and Stander Deviation (1.23). Concerning, whether university's employees have the necessary powers to make decisions for their work, the empirical result shows that the employees do not have a real power in the process of decisions making.

Table.(6):- Participation Principle

No.	Items	M	SD	Practice %	Ranking
1	The University gives its staff the opportunity to participate in decision-making relevant to their work.	2.643	0.93	%52.86	6
2	The University provides an opportunity for its members in setting performance criteria.	2.571	0.85	%51.42	3
3	University's staff are involved in the development of regulations and instructions.	4.429	0.85	%88.58	1
4	The University engages its members in the process of developing future plans.	2.643	1.01	%52.86	5
5	The University gives its employee an opportunity to discuss problems related to their field of work.	2.714	0.99	%54.28	4
6	Stakeholders are participated in the development of plans and programs.	3.429	0.85	%68.58	2
7	Decisions are made after the participation of all concerned parties.	2.357	0.93	%47.14	7
Overall Average		2.969	0.9	%59.38	

Table.(7):- Means and Stander Deviation According to Demographic Variables

Demographic Variables	No	Disclosure & Transparency		Autonomy		Accountability & Responsibility		Participation		
		M	SD	M	SD	M	SD	M	SD	
Gender	Male	11	2.91	1.22	3.25	1.36	2.97	1.18	2.84	0.98
	Female	14	3.38	0.78	3.18	0.95	2.85	1.00	2.76	0.78
Scientific Title	Lecturer	9	2.62	1.11	2.79	1.28	2.57	1.15	2.24	0.93
	Assistant Professor	5	3.69	1.23	4.05	1.28	3.06	1.14	2.89	0.91
	Professor	0	0	0	0	0	0	0	0	0
Years of Experience	Less than 5 Years	0	0	0	0	0	0	0	0	0
	5 – 10 Years	2	3.64	0.81	4	0.92	3.36	0.97	2.71	0.58
	More than 10 Years	12	3.16	1.17	3.40	1.29	3.23	1.16	2.92	0.98

Table.7 explains means and stander deviation of research results according to demographic variable.The One- Sample T Test was used to

examine the significance of these differences at the significance level (0.05), as indicated in table (8):

Table.(8):-One – Sample T Test Among Demographic Variables

Demographic Variables		No	T Value	Degrees of Freedom	Sig Value
Gender	Male	11	1.030	3	0.379
	Female	14	0.17	3	0.987
Scientific Title	Lecturer	9	0.478	3	0.665
	Assistant Professor	5	0.452	3	0.682
	Professor	0	0	0	0
Years of Experience	Less than 5 Years	0	0	0	0
	5 – 10 Years	2	0.91	3	0.933
	More than 10 Years	12	0.75	3	0.945

Table .8 shows that there are no statistically significant differences in the means of the estimates of the reality of applying university governance principles at the University of Nawroz from the perspective of faculty members according to the different variables at the level of significance ($\alpha \leq 0.05$) (scientific title, years of experience).If the statistical significance level (Sig) in all areas was greater than (0.05), it means that the demographic variables at the University of Nawroz have similar estimates of the degree to which university governance principles are applied. However, due to the variable of gender, there were statistically significant differences in the degree of implementing governance at the University of Nawroz.

4.CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The implementation of university governance principles is likely to increase the expectations for all stakeholders. The purpose of this research paper was to evaluate the practices level of university governance principles at the University of Nawroz. Based on the research aims and findings, it can be concluded as follows:

- 1.The results of this study showed that the practices level of university governance principles from point of view of academicians are generally medium.
- 2.The principle of accountability and responsibility achieved the second highest rank

based on empirical results, while the principles of university governance participation scored the lowest rank.

3. The research findings indicated that there are no statistically significant differences among research variables (scientific title and years of experience) regarding the availability of university governance principles.

4.The study outcomes demonstrated that there were statistically significant differences in the degree of implementing governance at the University of Nawroz in terms of gender.

4.2 Recommendations

1.It is necessary to implement university governance principles by the universities based in Iraqi Kurdistan Region owing to its great effect on increasing added value of all stakeholders.

2.Setting accurate accountability and transparency principles, and applying them uniformly to all university staff.

3.Attempting to overcome the obstacles facing the management of university in practicing university governance principles.

4.Conducting further research on the state of governance at Iraqi Kurdistan Region public and private universities from the perspective of employees.

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پۆخته

ئارمانج ژ فه کولینی بو هه لسه نگاندا ئاستی بکارئینانا شه ننگستین ریقه برنا زانکویی ل زانکویا نه وروز ، بوچونا ئه کادیمیاندا. به رسفدانا ل سه ر پرسیارین فه کولین ، فورمه کا ئستبیانی هاتیه دروستکرن پینکدهیت ژ (28) برگان و دابه شکریه لسه ر (الافصاح والشفافیه ، الاستقلالیه ، المسائله والمسؤولیه ، المشاركه) . لیدیف ده رئه نجامین فه کولینی پله یا بکارئینانا شه ننگستین ریقه برنا زانکویی د زانکویا نه وروز دا ژ لای ئه کادیمی فه ، ب شیوه یه کی ناقنجی یه . ولیدیف ده رئه نجامان دیار دبیت ، ج جیاوازیین ئاماری نینن بو پهیره وکرنا شه ننگستین ریقه برنا زانکویی ئه وین گریدای هه می گهورینکارینن فه کولینی پولینکری ژبلی گهوریناریی ره گه زی. وئه فی فه کولینی جه ندین پیشنیار پیشکیشکرینه ل سه ر بنه مایین ده رئه نجامین ئه فی فه کولینی : ئه ف فه کولینه هاندانا مروقی دکه ت ل سه ر چالاکرنا ریقه برنا زانکویی و سه رکه فتن ل سه ر ئاسته نگین دکه فنه به رامبه ر جیبه جیکرنا وی .

الخلاصة

هدفت الدراسة الى تقييم مستوى ممارسة مبادئ الحوكمة الجامعية في جامعة نوروژ من منظور الأكاديميين. وللإجابة على أسئلة البحث ، تم تصميم استمارة الاستبيان تحتوي على (28) فقرة موزعة على أربعة مجالات رئيسية وهي (الافصاح والشفافية ، الاستقلالية ، المسائله والمسؤولية ، المشاركه). وقد أظهرت نتائج الدراسة درجة ممارسة مبادئ الحوكمة الجامعية في جامعة نوروژ (من منظور الأكاديميين) بشكل عام كانت متوسطة. وكما أظهرت النتائج أيضا أنه لا توجد فروقات ذات دلالة إحصائية في درجة تطبيق مبادئ الحوكمة الجامعية فيما يتعلق بجميع متغيرات الدراسة التصنيفية باستثناء متغير الجنس. وقدمت الدراسة عدداً من التوصيات اعتمدت على نتائج الدراسة منها : توصي الدراسة بمواصلة تفعيل مبادئ الحوكمة الجامعية والتغلب على التحديات التي تواجه تنفيذها.