

The Application of Governance Requirements and Its Impact on Educational Leadership in Saudi Universities

تطبيق متطلبات الحوكمة وأثره على القيادة التربوية في الجامعات السعودية

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أستاذ الإدارة التربوية المشارك، قسم مهارات تطوير الذات، السنة التحضيرية، جامعة حائل، المملكة العربية السعودية

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الملخص:

هدف البحث تحديد أثر تطبيق متطلبات الحوكمة على القيادة التربوية في الجامعات السعودية من خلال دراسة تطبيقية في جامعة حائل. استخدم في الدراسة المنهج الوصفي الذي يقتصر على جمع البيانات، والحقائق، وتصنيفها، وتحليلها. كما استخدمت الدراسة الاستبانة كأداة للدراسة. وقد تم اختيار عينة مكونة من (67) عضو هيئة تدريس يمثلون (63.49%) من إجمالي المجتمع. وعليه، خلصت الدراسة إلى أن أبعاد الحوكمة المتمثلة في الشفافية والمساءلة كان لهما درجة عالية من التأثير، على التوالي (3.63)، (3.47). كما أوضحت النتائج أن أبعاد القيادة التربوية المتمثلة في العمليات الداخلية والتعليم والنمو، كانت ذات درجة عالية على التوالي (3.86)، (3.76). وبذلك تبين أن هناك تأثيراً واضحاً لتطبيق متطلبات الحوكمة على القيادة التربوية بجامعة حائل.

الكلمات المفتاحية: الحوكمة، القيادة التربوية، جامعة حائل.

Abstract:

The research aimed to determine the effect of the application of governance requirements on educational leadership in Saudi universities through an applied study at the University of Hail. The descriptive method was used, which is limited to gathering, categorizing, and analyzing data and facts, was used in the study. The study also used a questionnaire as an instrument for the study. A sample of (67) academic members was subjected to the instrument representing (49.63%) of the total community. Accordingly, the study concluded that the dimensions of governance represented in transparency and accountability had a high degree of effect and means of, respectively (3.63), (3.47). The results also revealed that the dimensions of educational leadership represented in internal operations, education, and growth, had a high degree, and means of, respectively (3.86), (3.76). Thus, it was found that there is a clear impact of the application of governance requirements on educational leadership at the University of Hail.

Keywords: Governance, Educational Leadership, University of Hail.

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Introduction

Proceeding from the changes in the technological revolution, the group of contemporary sciences represented by information technology, globalization, and the explosion of knowledge, in addition to the governance of educational institutions, have become classified as global challenges for government institutions. This requires administrative leaders and decision-makers to develop an integrated administrative vision founded on a distinct concept that helps increase the efficacy and reliability of universities' work by the governance approach.

It should be noted that governance in universities achieves a balance between independence on the one hand, and accountability, efficiency, and the ability to establish governance on the other. This is achieved by forming a cohesive group capable of overcoming difficulties and immunization from conflicts and linking relations within the university on trust, understanding, respect for personality, friendship, and solidarity (Al-Shbul, 2018). Recently, researchers in the social and administrative sciences have increased interest in the issue of governance and its application by educational requirements because of its impact on the effectiveness and efficiency of universities (Li, & Qiu, 2022). Here, Ahmed (2022) indicated that governance by educational requirements is the involvement of all parties in the university, which in turn contributes to strengthening participatory work, providing an encouraging, and motivating atmosphere for faculty members, and developing and enhancing their capabilities.

In the same context, Soraya et al (2021) believe that the requirements of governance stem from the need for a preventive system that works to achieve credibility, within an integrated framework of pillars and standards aimed at creating an institution that has enhanced transparency and accountability and a balanced distribution of tasks and responsibilities (Sheng et al, 2018). Mansoor (2021) also indicated that governance has become an urgent need at all levels, due to its enhancement of accountability and oversight and the improvement of administrative services in educational institutions.

In the same context, university governance aims to ensure the achievement of its objectives in a manner that enhances confidence in it and in its decisions and procedures (Musselin, 2021). Accordingly, the so-called good governance related to educational leadership has emerged from governance, which generally focuses on two main requirements for institutions: Performance, which refers to providing services and programs in a distinguished manner, and compliance, which refers to compliance with the law, regulations, published standards and expectations of service recipients in a manner that ensures integrity, accountability, and openness (Alqooti, 2020).

On the other hand, the concept of educational leadership is represented in leadership skills that combine authenticity and modernity through maintaining educational work and achieving stability, and continuity

in management mechanisms, in addition to renewal and development by advancing the educational work process through the modernization of administrative systems and regulations (Shaturaev & Bekimbetova, 2021). Accordingly, Agosto & Roland (2018) indicated that educational leadership is an organized strategy based on considering the university as a system with clearly defined goals, and the achievement of these goals can be pursued during a certain period. Thus, educational leadership is an effective collective role that aims to direct the behavior of university employees to achieve common goals through building the future vision and strategic directions.

University of Hail, in Saudi Arabia, has adopted the rules of good governance that guarantee the safety, and efficiency of government systems in a manner that enhances the effectiveness of university institutional performance, and educational leadership. To achieve these requirements, the University of Hail has evaluated and improved governance practices. Considering the aforementioned, investigation into the impact of applying governance requirements on educational leadership at the University of Hail has its justifications, by international standards adopted by international universities, and the progress and development in the technological arena in the quality of services; to achieve high quality institutional performance.

Statement of the Problem

The people in charge of policymaking in universities are currently aware of the fact that the university is witnessing a fundamental shift in management patterns to keep pace with the requirements of the times and to achieve more quality in performance, excellence, and global competition. Accordingly, this cannot be achieved without developing management systems and searching for ways to update and find new models that are embodied in evaluating leadership performance in universities according to rational and clear governance.

Therefore, it must be noted that governance is an integrated framework of pillars and standards. The study of Abbott & Snidal (2021) indicated that adopting the requirements of governance leads to the creation of a university that promotes transparency and accountability and in which the distribution of tasks and responsibilities among the administrative bodies legally responsible for the management of the university is balanced. Suryanto & Grima (2018) study also showed that good governance is an integrated block that creates balance within the administrative work system in universities, and its loss causes an imbalance in the administrative organization, and this as a result affects the work of the internal, and external environment of universities.

The studies of (Deighan & Aitken, 2021) and (Mäntymäki et al, 2022) indicated that governance is one of the modern organizational methods in management that ensures the development and continuity of the work of universities, as all the actors in these universities seek rational governance to address

conflict of interests among them and reducing corruption and administrative slack. It must be highlighted also that existing circumstances and the new phase pertaining to the procedures for advancing university work have produced significant and risky obstacles. This has placed the responsibility of the University of Hail to address and overcome it both now and in the hereafter, particularly with the anticipation of the impending complexity and speed of these difficulties considering the changes and advancements the globe is experiencing in the administrative fields.

As a result of the research work at the University of Hail and through the researcher's briefing and investigation; she noticed that despite the wide range of tasks, services, and organizational structure of the university, this requires the employment of rational, clear, and well-defined governance. Accordingly, this study seeks to examine in an extensive and accurate manner the impact of applying governance requirements on educational leadership at the University of Hail.

Study questions

- What is the impact of applying governance requirements on educational leadership at Hail University through its dimensions: (transparency, accountability)?
- What is the level of educational leadership at the University of Hail through its dimensions (internal operations, education, and growth)?

Purpose of the Study

The study's primary goal is to ascertain the effects of the application of governance requirements on educational leadership at the University of Hail through its dimensions: (transparency, accountability). The study also seeks to reveal the level of educational leadership at the University of Hail through its dimensions (internal processes, education, and growth). Finally, the study will attempt to present a set of recommendations for Saudi educational institutions and researchers, which can enhance their orientation towards their governance requirements.

Significance of the Study

This study's contribution to literature is to demonstrate how effective is the application of governance requirements on educational leadership at the University of Hail, in addition to shedding light on the level of governance areas represented in transparency and accountability. On the other hand, the practical (applied) importance is that this study attempts to present proposal and solutions to the problems facing Saudi universities in applying the principles of governance according to educational leadership. This study can help provide a theoretical background for those in charge of educational policies in universities, especially when they define the goals and systems of universities and ways of working that would contribute to the development of their programs and administrative policies.

Delimitations of the Study

The study will be applied in Saudi universities, University of Hail in 2022. The instruments of the study will be distributed to members at the University of Hail. The objective delimitations were represented by the independent variable, which is governance according to the requirements of educational leadership, and it will be studied through the following dimensions (transparency, accountability) and the dependent variable, which is educational leadership at the University of Hail.

Terms of the Study

Governance: It is the conceptual framework that consists of a set of legislation, policies, procedures, organizational structures, and controls that guide the work of universities to achieve their goals in an ethical and professional manner, with full transparency and integrity (Brauckmann et al, 2020).

In this context, Greatbatch & Tate (2018) indicated that governance is linked to evaluation processes and follow-up work of universities with a strict system of accountability to reach the ultimate goal, which is the public interest.

Governance is also defined as the process through which universities organize public affairs and manage public resources. Governance according to this concept is a combination of processes implemented by the board of directors to manage and control the activities of the university in achieving its goals (Zafar et al, 2019).

Sahi & Khaled (2019) also defined governance as the means by which goals are set and achieved, and therefore there is a code of conduct that is implemented to ensure appropriate behavior and establish credibility.

The current study defines governance procedurally as the administrative practices at the University of Hail, which will be measured through the areas (transparency, accountability), and their impact on the institutional performance at the university.

Transparency: The concept of transparency begins by providing accurate, clear, and updated information in terms of legislation, strategy, organizational structure, internal systems and procedures, administrative and financial processes, financial resources, and human resources (Ramírez & Tejada, 2019).

It is also known as a set of controls and procedures that oblige universities to document: decisions, information and documents related to their work and to communicate information in a clear and comprehensive manner (Ammar et al, 2018).

The current study defines the principle of transparency as the degree of commitment of the University of Hail to the law to ensure the right to obtain information, and legislation, to classify, and index data, and documents, and to establish clear, and accessible procedures to ensure that

information is provided upon request while maintaining the confidentiality of the data that requires it.

Accountability: It is defined as the subjection of university administration, leaders, and employees to accountability for their actions and decisions, and the development of procedures that ensure accountability processes and taking the necessary measures for acts in violation of regulatory legislation and codes of functional conduct (Mok, 2019).

The current study defines accountability as defining and clarifying the relationship of the University of Hail, its management, and leaders, with the (internal/external) oversight and accountability bodies to ensure that oversight and accountability processes are carried out for all administrative processes at the university.

Educational leadership: It is defined as the processes of coordination, direction, control, and organization to achieve the set goals and objectives (Hallinger, 2020). Niesche & Gowlett (2019) indicated that educational leadership is based on a time strategy, the principle of participation and commitment, the principle of monitoring and performance evaluation by comparing actual achievements with the targeted ones.

It should be noted that the educational leadership in universities is characterized as a continuous process of effectiveness and great influence in the university system and derives its importance from its ability to use all available means to be compatible with the goals, vision, and mission of the university (Fields et al, 2019).

Institutional Performance: Institutional performance is defined as the integrated system for the university's business output in light of its interaction with the elements of its internal and external environment (Prasetyo & Dzaki, 2020). Institutional performance is also defined as the behavior and performance expected by performing and accomplishing the basic tasks required of the employee, and the activities, and interactions related to these tasks within pre-determined foundations and standards (Al-Hadithi, 2022).

In this study, institutional performance is the ability and efficiency of Hail University in implementing its strategic objectives by the standards of governance principles and educational leadership applications.

Methodology

The Survey method was applied, which is confined to gathering, classifying, and categorizing facts, and information along with a suitable, exhaustive, and in-depth analysis. It also incorporates some analysis of these findings. Thus, in order to draw meaningful conclusions and ultimately make generalizations about the phenomenon under research, measurement, classification, and interpretation techniques are used.

Sample and population

Faculty personnel from the faculty of Education make up the study's population of (135). The study was applied to the entire community by distributing the tool to all of them, and (67) faculty members, representing

(49.63%), of the total population, responded. The sample was chosen by the simple random method.

Instrument

The researcher created a questionnaire with two key dimensions to accomplish the study's goals: The first dimension: governance, and it consisted of two sub-dimensions (transparency, accountability); the second dimension: educational leadership, and it consisted of two sub-dimensions (internal operations, education, and growth). Accordingly, there were two sections to the questionnaire: the first was devoted to the introduction through which the purpose of the study and its variables were clarified, while the second was devoted to the (24) questionnaire's items, distributed over the aforementioned dimensions.

Validity

A pilot sample of (13) University of Hail faculty members received the questionnaire to check the questionnaire's internal consistency. Their answers were transcribed into (SPSS 17). Then, using the degrees of significance for the values of coefficients, the correlation coefficients between the overall scores among all dimensions of the study were determined as illustrated below:

Table1: *Pearson Coefficients of Correlation*

Governance	Coefficients of Correlation	Sig.
Transparency	0.73**	0.000
Accountability	0.84**	0.000
Educational Leadership	Coefficients of Correlation	Sig.
Internal Operations	0.89**	0.000
Education And Growth	0.91**	0.000

Reliability

The following table demonstrates that the researcher used the Cronbach's Alpha method for the study's dimensions to assess the reliability of the questionnaire. This method involves figuring out how closely related items are to one another.

Table 2: *Cronbach's Alpha*

Dimensions	Cronbach's Alpha
Governance	
Transparency	0.80
Accountability	0.74
Educational Leadership	0.85
Internal Operations	0.75
Education And Growth	0.82
Total	0.87

The overall reliability coefficient for the dimensions, which can be shown in Table No. 2, was (0.87), a high reliability coefficient that shows the questionnaire has a high level of dependability and can be trusted in the study's field application.

Results and Discussion

Q1: What is the impact of applying governance requirements on educational leadership at Hail University through its dimensions: (transparency, accountability)?

The sample responses on the governance (transparency, accountability) dimensions were analyzed to determine their arithmetic means and standard deviations in order to provide an answer for this question.

The First Dimension - Transparency: The following table shows the results of the calculations made for the arithmetic means and standard deviations of the sample responses to the transparency dimension items:

Table3: *Transparency Dimension*

No.	Items	Means	Standard Deviations	Rank	Degree
5	The university seeks to instill a culture of transparency in dealing with all groups and levels.	4.16	1.08	1	High
4	The university adopts a clear administrative policy that protects the rights of employees and achieves job security.	4.14	1.05	2	High
3	The university adopts transparent and legally approved criteria in its staff selection process.	3.39	0.97	3	High
2	The university allocates internal follow-up committees to ensure that transparency is applied	3.38	1.06	4	High
1	The university clearly shows the training needs of its employees.	3.37	1.12	5	High
6	The university relies on legal texts that frame the practice of transparency and precisely define responsibilities.	3.35	1.05	6	High
Weighted Mean		3.63	1.15	-	High

The sample responses to the transparency dimension items had an arithmetic mean of 3.63 and a standard deviation of 1.15, which is a high degree, as can be shown in Table 3. The study participants' replies fell within the range of (68%) to (84%), and the arithmetic means of the items on this dimension ranged between (3.35) and (4.16), the lowest and highest arithmetic means.

This could be linked to the University of Hail's ongoing study of all basic legislation (laws, regulations, instructions, and decisions), in addition to setting up internal work mechanisms and procedures that ensure that the university indexes, documents and categorizes information and documents, while defining all procedures and necessary

work steps done by the staff. Another explanation for this outcome is that the University of Hail has a clear internal system for employees to monitor professional behavior, with an effective communication system and a complete and clear database in its working mechanisms.

The Second Dimension - Accountability: The following table shows the results of the calculations made for the arithmetic means and standard deviations of the sample responses to the accountability dimension items:

Table 4: *Accountability Dimension*

No.	Items	Means	Standard Deviations	Rank	Degree
2	The university reviews the accountability foundations of its strategy for improvement and development.	4.11	1.10	1	High
1	The university adopts scientific and clear foundations that develop self-control among its employees.	3.41	0.27	2	High
3	The university applies declared laws and instructions that ensure the accountability of all employees at all levels of administration.	3.36	1.63	3	High
5	The university establishes independent accountability committees.	3.33	0.90	4	High
4	The university is working to familiarize all employees with the accountability mechanisms used.	3.31	1.10	5	High
6	The university sets a list of penalties and controls to include the penalty in the event of its recurrence.	3.30	1.06	6	High
Weighted Mean		3.47	1.67	-	High

The sample responses to the accountability dimension items had an arithmetic mean of 3.47 and a standard deviation of 1.67, which is a high degree, as can be shown in Table 4. The study participants' replies fell within the range of (68%) to (84%), and the arithmetic means of the items on this dimension ranged between (3.30) and (4.11), the lowest and highest arithmetic means.

The interpretation of this is due to the fact that the University of Hail is setting up pre and post oversight mechanisms, which ensure that internal auditors conduct a periodic evaluation of financial and administrative processes to determine their compliance with legislation and budget procedures. The organizational structure at the university also reflects the legislation related to the separation of tasks and powers among the administrative levels through the establishment of the accountability system in the university at the individual and collective levels. All this is done through the principle of accountability and in an atmosphere of integrity.

Q2: What is the level of educational leadership at the University of Hail through its dimensions (internal operations, education, and growth)?

The sample responses on the governance (internal operations, education, and growth) dimensions were analyzed to determine their arithmetic means and standard deviations to provide an answer for this question.

The First Dimension - Internal Operations: The following table shows the results of the calculations made for the arithmetic means and standard deviations of the sample responses to the internal operations dimension items:

Table 5: Internal Operations

No .	Items	Means	Standard Deviations	Rank	Degree
3	The university has a clear and specific operations manual according to a clear educational leadership.	4.17	0.12	1	High
4	There is harmony between the goals of the university and the requirements of educational leadership.	4.13	0.72	2	High
5	The university determines its strengths and weaknesses after reviewing the internal procedures of educational leadership styles	4.11	1.05	3	High
2	Educational leadership within the university is characterized by clarity and sequencing.	3.42	1.03	4	High
1	The university clarifies the roles, responsibilities, and tasks of educational leaders.	3.37	1.89	5	High
6	The university facilitates the activation of communication between the various leadership levels.	3.33	1.95	6	High
Weighted Mean		3.76	1.73	-	High

The sample responses to the accountability dimension items had an arithmetic mean of 3.76 and a standard deviation of 1.73, which is a high degree, as can be shown in Table 5. The study participants' replies fell within the range of (68%) to (84%), and the arithmetic means of the items on this dimension ranged between (3.33) and (4.17), the lowest and highest arithmetic means.

The explanation for this is that the university owns an operation manual for educational leadership, and this leads to harmony between the university's objectives and the requirements of educational leadership. The university is also concerned with the internal procedures of educational leadership on a regular basis, with a job description for educational leaders. This result can also be linked to the fact that the University of Hail is always striving to bring about a continuous positive change in the educational leadership environment.

The Second Dimension - Education and Growth: The following table shows the results of the calculations made for the arithmetic means and standard deviations of the sample responses to the education and growth dimension items:

Table 6: Education and Growth

No .	Items	Means	Standard Deviations	Rank	Degree
2	The improvement processes at the university aim to develop the performance of educational leaders.	4.09	0.92	1	High
1	The university offers training programs for educational leaders to raise their scientific and practical competence.	4.04	0.70	2	High
3	The university is keen to continue developing the skills of educational leaders.	4.01	0.96	3	High
5	Giving educational leaders the opportunity to work independently.	3.75	1.10	4	High
4	The university provides a democratic and participatory work environment that helps educational leaders to present innovative ideas.	3.66	1.93	5	High
6	The university seeks to train educational leaders in order to achieve positive results at work.	3.59	0.80	6	High
Weighted Mean		3.86	1.14	-	High

The sample responses to the accountability dimension items had an arithmetic mean of 3.86 and a standard deviation of 1.14, which is a high degree, as can be shown in Table 6. The study participants' replies fell within the range of (68%) to (84%), and the arithmetic means of the items on this dimension ranged between (3.59) and (4.09), the lowest and highest arithmetic means.

This is due to the fact that the study sample believe that the university seeks to develop and improve leadership competencies in order to reach institutional performance, as the university provides training programs to raise productive efficiency at work, and to provide an opportunity for educational leaders to work independently, within a participatory democratic work environment.

Summary of Results

- The study participants' replies of transparency dimension fell within a percentage range of (68%) to (84%) in the top rank of the dimensions of governance, and the dimension of transparency had a high degree and an arithmetic mean of (3.63).
- The study participants' replies to the accountability dimension fell within a percentage range of (68%) to (84%) and had a high degree and an arithmetic mean of (3.46).
- The study participants' replies of teaching and growth dimension fell within a percentage range of (68%) to (84%) in the top rank of the dimensions of educational leadership, and the dimension of growth dimension had a high degree and an arithmetic mean of (3.86).
- The study participants' replies to the internal operations dimension fell within a percentage range of (68%) to (84%) and had a high degree and an arithmetic mean of (3.76).

Accordingly, it turns out that there is a high impact of the application of governance requirements on educational leadership at the University of Hail.

Recommendations

- Employing the principles of good governance and providing training programs for university employees.
- Emphasizing that the principles of governance contributed to raising the level of educational leaders.
- Forming independent committees within the university to monitor and evaluate the implementation of governance standards periodically.
- Motivating staff and faculty members to apply the principles of governance in order to achieve outstanding institutional performance.
- Adopting governance in managing and supporting administrative decisions at the university.

Declarations

Conflict of interest: The authors have no relevant financial or non-financial interests to disclose. The authors declare no conflict of interest.

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