

Academic Governance as an Entry point to achieve the dimensions of the Quality of Work Life at Northern Border University in Arar (a proposed vision)

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Abstract

The study aimed to build the proposed vision for the application of academic governance as an entry point to achieve the dimensions of the quality of work life by investigating the degree of application of academic governance and the quality of work life and the relationship between them at the Northern Border University in Arar. To achieve the objectives of the study, it followed the descriptive correlational approach, as the sample consisted of (250) members and leaders. A questionnaire was built consisting of two axes: the first axis measures the degree of academic governance, including (35) items, and the second axis measures the dimensions of the quality of work life, and includes (20) items. The validity of the study instrument was verified, and its reliability was checked by application to the pilot sample. The study concluded that the practice of academic governance in the total score (moderate) with an arithmetic mean of (3.09), and the transparency dimension had a high degree with a mean of (3.43) and accountability also had a high degree with a (3.41) mean, then the dimensions (participation, empowerment, and effectiveness and efficiency) had a moderate degree of practice, the ranging from (2.63-3.18); It was also found that the total score for the quality of work life was (3.57) with a high degree, and its dimensions also (facilities, services, salaries and rewards, and work environment) had a high degree, respectively from (3.71-3.55), while organizational support from leadership (3.39) had a moderate degree, it was also shown that there is a relationship between academic governance and the quality of work life amounted to (0.74); and a proposed vision was developed to apply academic governance as an entry point to achieve dimensions of quality work life; The most prominent recommendations were to work to applying the proposed vision through the proposed mechanisms.

Keywords: academic governance, quality of work life, Northern Border University

I. INTRODUCTION

Today, The world surrounding us today witnesses a group of diverse life conditions and ways of living, the most prominent feature of which is rapid and continuous change and development, and this change has an impact on the outcomes of education, its quality, and community partnership. Therefore, our universities face major challenges, as they are responsible for management and development, and for making sure that they play the role they are entrusted with. They also needs to meet the standards of good governance, so that we can improve the quality of work life by employing its dimensions successfully, and contributing to the knowledge wealth economy industry. Governance is not limited to one sector only, as the higher education sector is one of the most important sectors that need to adopt practical and thoughtful reform policies, to face various challenges and difficulties, especially in light of the growing demand for higher education.

II. Interest in the quality of work life in firms and organizations in 1970, as management started preparing comprehensive and integrated projects to improve the productivity of the workforce, develop its performance, and eliminate obstacles that prevent its progress and development (Al-Blisi, 2012, p.2).

III. Interest in the quality of work life supports finding a safe, healthy and suitable work environment, where various forms of employee participation in all management and decision-making processes, on the one hand, and attention to family life, on the other hand; it also seeks to achieve balance between employees' work environment and family requirements. Add to that, the quality of work life represents work, actions and practices performed by top management to satisfy and please its employees, and increase their sense of confidence and reassurance in life, which in turn, helps employees be more capable and empowered in performing their work, which leads to achieving the best results (Dyub, 2014, 58). Some also believe (Nadler & Lawler, 1983) that the quality of work life is represented in the existence of an excellent work environment for the employee, in addition to achieving a strong economic position for the organization. Hence, the factors governing the quality of work life are (open communication, a fair system of rewards, employee's sense of security, participation in job design and the many efforts that focus on job enrichment, improving the teamwork system and reducing occupational stress).

IV. In light of the above, the significance of governance in higher education is clear to us, because it works towards achieving the goals and of the organization and the mission for which it was established. Therefore, the researcher seeks to reveal the extent of the impact of academic governance in activating the dimensions of the work life cycle at Northern Border University in Arar, as it is one of the educational institutions that have an impact on society.

Study problem:

The success and failure of a university depends on the quality of work life and the efficiency of employee performance in its management; add to that, the well-being of work environment is perquisite for success and competitive advantage, and the achievement of vision 2030, which calls for quality of work life and academic governance. Previous studies and literature suggest that higher education institutions are still under traditional practices without modernization or development and in a context of lack of independence. Also, the management of higher education institutions in Saudi Arabia is in a state of research and investigation. There is a need to develop management in universities, so it has become an urgent priority in university development projects, in addition to being an effective instrument to enable it to achieve their goals efficiently and effectively. Higher education institutions adopted several entry points to develop their management, among those, is the

entry point of academic governance as a requirement for academic accreditation.

through of the above, the study problem can be summarized in the following question: "What is the proposed vision to apply academic governance as an entry point to achieve the dimensions of the quality of work life at Northern Border University?".

Study questions:

- 1) What is the degree of application of academic governance and its dimensions at Northern Border University in Arar?
- 2) What is the degree of application of the quality of work life at Northern Border University in Arar?
- 3) What is the relationship between the degree of application of academic governance and the quality of work life at Northern Border University in Arar?

Study Objectives:

The study, basically, aimed to build a proposed vision to apply academic governance as an entry point to achieve the dimensions of the quality of work life at Northern Border University, through the following:

- 1) Identifying the degree of application of academic governance and its dimensions at Northern Border University in Arar.
- 2) Revealing the degree of application of the quality of work life at Northern Border University in Arar.
- 3) Defining the relationship between the degree of application of academic governance and the quality of work life at Northern Border University in Arar.

Study Significance:

The significance of the study lies in several points, the most important of which are:

Through the study, government institutions in general and the Northern Border University in Arar in particular can adopt the dimensions of the quality of work life through the application of academic governance. And to investigate the enablers of achieving the dimensions of the quality of work life, and deficiencies in the application of the dimensions of the quality of work life, in addition to the development of new strategies that help academic governance in achieving the dimensions of the quality of work life. While guaranteeing the rights and interests of employees in terms of administrative and academic aspects without discrimination, and balancing long-term strategic responsibilities and short-term operational responsibilities.

• Scientific significance:

The need for government institutions to develop professional expertise and knowledge in the field of academic governance. And the need of the Northern Border University in Arar for competitive advantage in the work and scientific fields, and the achievement of Vision 2030 that calls for competitive and organizational excellence, and knowledge of the factors that contribute to increasing the productivity of employees' performance and job satisfaction, which reflects positively on the services provided to the internal and external community of the university and the vitality of the organization in which the study was applied, where the Northern Border University provides a large percentage of the services needed by society and employers.

Study Limits:

- 1- **Topic limits:** the study was limited to revealing the relationship of academic governance with its dimensions (transparency, accountability, participation, empowerment, effectiveness, and

efficiency) with the quality of work life, represented in (work environment, salaries, incentives and wages, organizational support from leadership, facilities and services).

- 2- **Space limits:** Northern Border University in Arar.
- 3- **Time limits:** (2021 – 2022).
- 4- **Human limits:** the study population included all academic leaders and faculty members in different positions, at Northern Border University in Arar.

Study Terms:

- 1) **Academic governance:** Yarqi and Abdel Samad (2011, p.7) defined it as "a set of rules and procedures that define decision-making and control and monitoring of operations within the institution." The procedural definition is (the treatment and management of all academic issues in the university in terms of the quality of education, the development of scientific research, and interaction with society in terms of transparency, accountability, participation, empowerment, effectiveness, and efficiency).
- 2) **Quality of work life:** Al-Blisi (2012, p.8) defined it as: "the policies, procedures, and processes implemented by the organization with the aim of developing and improving the quality of work and personal life for its employees, which in turn is positively reflected in the performance of the organization and individuals, thus achieving its goals and aspirations, and at the same time meeting and satisfying the desires of employees, which guarantees the continuity of the organization's success and its immunity against many crises. The procedural definition (is a healthy work environment in which all material and moral needs of employees are available in the work environment, such as salaries, incentives and wages, organizational support from leadership, facilities and services).

Theoretical Framework and Previous Studies:

The concept of governance is as old as human civilization, Islamic references, for example, show that Islam was the pioneer in laying and building the correct and sound foundations for the culture of governance and its applications in the affairs of daily life through responsibility, accountability, and the degree of work performance and perfection, but with different synonyms such as: cooperation, advice, sincerity, justice, and others (Awaji, 2022, p.617); Lately, the term "governance" has appeared increasingly in management and development literature, and this is due to several reasons: because the lack of governance leads to the emergence of many negative aspects that amount to corruption at the level of institutions and even societies, as governance delivers the voices of all stakeholders, and makes their current and future needs known, which eliminates or reduces all aspects of corruption in order to achieve quality in all its dimensions (Al-Sawadi, 2015, p.13).

The reasons for the emergence of university governance were to address the real crisis that universities are going through, and that is the face that there are university administrations placed by the executive authority above students and faculty members, tasked with making decisions on their behalf, without any of them (students or faculty members) having the right to discuss or object to these decisions, which fosters the culture of reluctance to engage in public life inside or outside the university, and also impairs the development of the university as the academic institution where cultural, normative and scientific

orientations of society are supposed to be redefined, due to entrusting decision to the hands of a single party of the university institution, and placing the remaining parties (students and faculty members) in the position to receive these decisions and commit to implementing them without question (Barakat & Rahal, 2018, p.351).

Governance in educational and administrative dictionaries, means: a monitoring system in an integrated and public manner in support of transparency, objectivity and responsibility; it is a set of methods, instruments and decisions which lead to discipline, transparency and justice, and it aims to achieve quality and excellence in performance by controlling the work of organizations in terms of the exploitation of the available economic resources in order to achieve the best possible benefits for all stakeholders and for society as a whole (Shehata & Al-Najar, 2011, p.481). It has also been defined as the method through which university activities are directed, its departments and colleges are managed, the implementation of its strategic plan and general guidelines is monitored, its administrative systems, organizational structure and manners of performance appraisal and follow-up of university decision-making are developed; This is done through the application of standards and systems of quality and excellence that govern its performance (Dahawi, 2011, p.43).

It also refers to the existence of system that govern the connections between the basic elements in the university so as to achieve transparency and justice, fight corruption, grant the right to hold university administration accountable to protect employees and stakeholders, and to make sure that the university works to achieve its long-term goals and strategies through a set of rules, regulations and decisions that aim to achieve performance quality and excellence by selecting the methods appropriate and effective to achieve the university's plans and goals, and control the connections between the basic elements that affect performance (Nasser El-Din, 2014, p.17).

Governance in universities is also defined as applying quality standards and systems, and excellence that govern the performance of universities in a way that achieves sound attitudes, correct actions, and behavior integrity, and in a way that ensures transparency, accountability, and participation of all parties, and giving priority to the university's interest over individual interests, which leads to the development of the university's institutional performance and the protection of those parties who have a direct relationship with the university (Hamdan & Awad, 2015, p.355).

It was also defined as "Directing university activities and managing its components, as well as monitoring the implementation of its strategic plan and general guidelines, ensuring its management effectiveness, and achieving goals in the best possible ways; along with detecting shortcomings in performance and output, working to mitigate administrative and financial corruption and avoid their widespread, ensuring optimal investment of university resources and sound application of the law, enhancing internal and external efficiency of the university, achieving transparency, justice and equality based on efficiency and merit among employees, enhancing the participation of all university staff, including faculty members, scholars, administrators and students in decision making processes, and enhancing competitive advantage in task performance (Al-Fawzan, 2017, p.64). Ba Saied (2018, p.9) defined it as monitoring the performance of universities, ensuring the quality of their output, and its relevance to the Kingdom's orientations and visions, in order to guarantee transparency, accountability, involvement and justice according to the articles of the new university system after its implementation. Judging from the

previous definition, governance turns out to mean-generally-the presence of systems that apply transparency, accountability, involvement, empowerment, effectiveness and efficiency.

The Importance of Applying University Governance:

Nasser El-Din (2012, p.35) and Wang (2010, p.487) point to the importance of applying governance in universities according based on a systematic scientific approach; because its application works to maximize the university's academic, scientific, local, regional and international value, it can also enable it to adapt to the variables of internal and external environments, works to reduce differing points of view, and contributes to increasing integration with the local community and students, which leads to achieving a competitive advantage in the quality of its material and moral outputs, in addition to enabling it to make the right strategic decisions to maintain its resources and material and moral gains.

Abbas (2019, p.147) also emphasized that the reasons for interest in applying governance in universities are: finding independent universities responsible for defining their strategic direction, ensuring the effectiveness of their management, achieving goals in the best possible way, and detecting shortcomings in performance and outputs; Al-Dabbagh and Al-TaI (2019, p.43) added avoiding the widespread of administrative and financial corruption in universities, ensuring resources for universities and their optimal investment, as governance is considered a self-monitoring and supervision system that leads to the integrity of the legal application of regulations, enabling employees to become fully functional, helping them to give, and actively participate in all activities inside and outside universities, and guaranteeing the rights of university staff, including faculty members, scholars, administrators, or students. Al-Ali (2019, p.73) indicates that governance contributes to facilitating the university's making of rational and transparent decisions that lead to achieving efficiency and maximizing the university's value and increasing its competitiveness.

Goals of University Governance:

Among the goals of governance in universities is what Al-Hadabi and Al-Azizi (2019, p.36) referred to as strengthening the ability of academic councils and committees to create the best possible conditions for education and scientific research, ensuring consistency in the phases of decision-making at various levels, making academic decisions on a large scale drawn from perspectives at the college or university level, and promoting ongoing academic debate between universities and colleges. The goals of governance in universities are also achieved through what was agreed upon by Khurais (2020), Miqdadi (2020), Hamdi (2020) and Hadiya (2020), as follows: **Transparency** that leads to clarity in the design and implementation of systems, mechanisms, policies, legislation, and ease of accurate and objective information flow, and its accessibility by employees and students. **Accountability** means enabling citizens and relevant parties including organizations, students and faculty members to monitor work, without this leading to disrupting work or offending others. **Participation** means providing the opportunity for individuals, groups, students and faculty members to participate in policy-making and establishing work rules.

Models of University Governance:

Trakman (2008) reviewed governance models in British, Australian and American universities, in which government guidance is less as it is in European universities, where he

proposed four distinct models for governance in universities: academic model, corporate model, trustee model, and stakeholder model. They are as follows: **corporate governance model:** it provides considerable room for financial accountability, which helps improve outcomes; the university chancellor is supposed to be a professional corporate executive not an academic. Corporate governance emerged as a response to financial crises and the need of universities to run their financial affairs in a more responsible manner. Corporate governance works under the assumption that applying corporate methods, such as financial accountability, would help improve outcomes; This model usually indicates that the university chancellor is a professional corporate executive, not just an academic; and it prevails in Australia and the United States (Hamdan & Awad, 2015, p.355). **Trustee model:** in which power is assigned to a board of trustees whose members are not elected within the institution. University governance of modern times is based on a board of trustees that has ultimate power (Schmidt, 2014, p.7) and the trustees take primary responsibility for the university; the trustee governance model reflects university traditional values in terms of the mission, goals, and the strategy that focuses on long-term outcomes (Lesirage, Oakley, Speers, 2006, p.2). **Stakeholder model:** in which power is assigned to a wide range of university stakeholders, such as: the student, employee, academic, graduate, government, and the local community. It is called the representative governance model: which happens when governance is assigned to a wide range of stakeholders, including students, employees, academics, graduates, partner corporates, government and civil society. This model works to provide learning based on local community and research with the objective to achieve progress in education, knowledge generation, enhancing research, and promoting democratic practice (Saltmarsh, J. and Hartley, M, 2011). **Academic governance model:** These are the models led by the most traditional academics, which are models based on the assumption that universities should be subject to the governance of academic staff. There are methods to adopt this approach, for example: granting decision-making power to an academic council or internal board of trustees; through effective representation of academic staff in governing councils in universities; or appointing one of the prominent academics as a chairman or administrator in the institution, because in academic governance, academic staff have the broadest representation and the strongest say in defining and managing the university's mission (Al-Maliky, 2017, p.18). In addition to the above, Al-Maliky (2017) suggested **the hybrid model**, which is a mix of academic, corporate, trustee and representative governance. The advantage of the hybrid model is that it incorporates the strengths of each of these models to better accommodate the needs of the institution during a certain period of time or until certain purposes are fulfilled. **Governance pillars** are five pillars mentioned by (Khurais, 2020), and these are: context, mission, goals, management, autonomy, accountability, participation. Hamza (2021, p.245) pointed out that one of the most important principles of governance is protecting the rights of university board members, equality in dealing with board members, ensuring and respecting the rights of stakeholders, disclosure and transparency, eliminating corruption resulting from weak accountability, providing more transparency, credibility and accountability, activating partnership and decentralization, freedom of information, and personnel reform.

Obstacles to Applying University Governance Principles:

The literature is similar in addressing the challenges and obstacles to university governance, and perhaps the most prominent of them, as agreed upon by (Abbas, 2019; Issawi &

Al-Fadhil, 2021; Bin Mahmoud & Bin Issa, 2017; Sharaf, 2015), which are: the absence of development and the organizational climate; the challenges of governance requirements, which are accountability, transparency, law, autonomy, and institutional regulation; the lack of creativity and innovation culture, and lack of a clear model that achieves governance for these universities, as they are still applying governance models that are more adherent to traditions, and the prevailing cultural climate in society, such as negative values and culture; resistance to change in its various forms, and the rigidity of institutional culture in some universities; university legislation; university management methods such as the method of appointment, starting from the university chancellor to the heads of departments; the weak connection between faculty members and university administration; centralization, and the weak autonomy of universities - whether financial or administrative autonomy, weak academic freedom, and the randomness of the university map; These obstacles make universities face crises of confidence in governance itself, as some universities lack the most basic elements of a university institution, and the difficulty of their interaction with society.

• **Second: Quality of Work Life:**

The term Quality of work life emerged in research and publishing journals in the United States of America in the 1970s, when Louis Davis coined the term "Quality of Working Life" in 1972, together with the emergence of the challenges of cost reduction and corporate restructuring in the 1990s. The interest in the applications of the concept has been active since after the emergence of performance deterioration, the increase in the call for business improvement, and the increasing demand from employees to enhance their educational level and professional aspirations, in a business environment that suffers from low economic growth, lack of opportunities for advancement and development; All these factors prompted attention to the term quality of work life, in addition to the emergence of factors focusing on human resources from the entry point of planning for personal and professional life (Bharathi, Kumar and Umaselvi, 2011, p.48). Gad El-Rab (2009, p.23) emphasized that the emergence of the term quality of work life in the West was circulated as an official term for the first time in 1972 during the activities of the International Conference on Labor Relations held in the United States of America; and General Motors was the first company that took the initiative to apply it. A series of changes took place in the concept of quality of work life according to the time phases it went through; which can be divided into three phases: **The first phase:** the end of the 1960s and the beginning of the 1970s: the quality of work life in this phase was more of a philosophical concept than a specific style; others pointed out that this concept was focused on the effect of the job on employees' health, and identifying the methods that increase the quality of the employee's performance during work; and that the concept emerged as a result of the increasing negative behaviors in the work environment, for instance: the increasing rates of absenteeism, the increasing dissatisfaction of employees with their work superiors (Gad El-Rab, 2008). **The second phase:** the late 1970s and the beginning of the 1980s: it emerged as a result of the pressures that business organizations went through including the high rate of inflation, increased intensity of competition due to the emergence of global powers competing with the United States, like Japan, where the dimensions of the quality of work life ceased as a result in many organizations, the interest in the various aspects of the quality of work life decreased, and the application of the concept ranked low in most organizations (Al-Sweity, 2016, p.46). **The third phase:** the mid-1980s to the present day: the interest of

organizations in the human factor once again increased, they considered it the foundation of any competitive strategy in organizations, and began to achieve the dimensions of the quality of work life through the legislation that appeared in the United States of America, which appeared as a reaction to the successes achieved by some administrative systems in both Japan and some European countries in this field, especially in the 1990s, where the concept of quality of work life was widespread in many countries and institutions (Al-Maghrabi, 2004, p.255). It is clear from the above that the term Quality of Work Life emerged as a new term in management to balance the changes taking place in the organization on the one hand, and caring for employees and increasing their effectiveness on the other hand, and this is what the concepts of Quality of Work Life revolve around. Many definitions have been mentioned, the most prominent of which are: "the extent of feeling of happiness in aspects of life related to job satisfaction, community involvement activities, tasks, work, social networks, learning and training among employees in educational institutions" (Abdulrahman, 2012, p.9). With "all processes and efforts undertaken by management to achieve quality of work life by always searching for the best for employees and responding to their needs and requirements, which calls for some changes to improve work environment and conditions, increase job satisfaction of employees, and reduce their stress and anxiety levels" (Kalaiselvi, 2012, p.145). "The degree of distinction present in work and work terms that define the relationship between the employee and his environment, in addition to the human dimension, which contributes as a whole to general satisfaction and improving capabilities in work performance at the individual level, and then at the level of the institution as a whole" (Kumar, 2013, p.2). "Employees' opinions, attitudes and expectations about their jobs, availability of all conditions for employee satisfaction and job needs, as well as their perception of this satisfaction and the conditions" (Asfar, 2014, p. 127). "A set of systems and programs related to improvement and development of various aspects of the human capital of the institution, which can impact individuals' work life and their social, cultural and health environment, which in turn reflects positively on employees' level of job performance, and then contributes to achieving the goals of the institution and the individual and all relevant parties" (Madi, 2014, p.70). "The ability of the educational institution to provide material and moral support to teachers so that this support leads to more responsibility in work and provides a better work environment, as well as satisfying their various needs" (Rabee, 2015, p.49). With "all the continuous, established and planned efforts and operations, which aim to change all practices that would contribute to maintaining a high level of quality of work life for individuals working in institutions with the aim of improving the employees' performance level and work in the institution as a whole"; as the quality of working life focuses on employees' satisfaction with the physical and psychological environment associated with work, as it reflects the nature of interaction between employees and the work environment" (Almarshad, 2015, p.145). "It is a process, with which the organization responds to employee needs through the development of mechanisms that allow full participation in making the decisions that shape their work life" (Nordin Abd Razak, Hussin, Nur, 2018, p.2). In addition to "a set of integrated indicators and processes in which all departments and divisions within the organization participate, in order to improve the work and personal life of its employees, to achieve the desired goals of the organization" (Abu Odah, 2018, p.12). It becomes clear that the term Quality of Work Life is a multi-dimensional term, as it involves the development of human resources performance and

providing a physically and morally-appropriate work environment, internal and external justice in pay and rewards, and opportunities for promotion and career growth through empowerment, delegation, continuous training and human relations, which is reflected in providing a healthy and safe environment.

Goals of Quality of Work Life:

Quality of work life aims to change the entire organizational climate through basis for action, personalization of organizations and the change of structural and administrative systems, taking into account the social and psychological needs of employees, in order to ensure better performance and greater job satisfaction for them, by providing a safe and healthy work environment that guarantees safety of all employees at work, giving them an environment free of stress and tension, allowing them to choose and plan work schedules that suit them, and providing them with the appropriate instruments that enable them to perform their work efficiently (Pujasree, 2018, p.225). Quality of work life is geared towards striking balance and harmony between individuals' work life and their personal and family life. Hunt (1992, p.286) indicates that quality of work life aims to achieve the following objectives: effective communication between employees and employer, reduction in rates of compensation paid as a result of work accidents, in addition to reducing health insurance costs, engagement in solving problems, but with achieving high levels of customer satisfaction and the external environment of the organization, with higher sensitivity to labor and employee issues, greater well-being and pleasure at work, increased productivity due to reduced days lost in sickness and absenteeism, increased organizational effectiveness, increasing organizational efficiency in product improvement, increasing flexibility and adaptation by employees to increase the sense of involvement, in order to boost employee confidence with the participation of the largest number of employees.

Al-Masry and Al-Agha (2014, p.103) referred to the pillars of the quality of work life in universities in several elements, including: providing appropriate conditions for increasing organizational effectiveness; providing opportunities for promotion and career advancement through teaching, learning and training processes; creating balance and harmony between work and family life of employees; redesigning and enriching jobs to be in line with employee aspirations and skills; providing a healthy work environment safe from stress and anxiety; providing requirements for stability and job security; supporting teachers financially and morally in accordance with their scientific and research achievements; social justice and preserving the dignity and privacy of employees; fair system of wages, rewards, and material and moral incentives; taking into account the social and health conditions of teachers; granting rewards consistent with the social status and with the years of experience spent by the teacher; and establishing a specialized body concerned with training and professional development.

The Importance of Quality of Work Life:

The entry point of the quality of work life is one of the modern administrative approaches to keep pace with the policies of change and development in order to alleviate the tension and anxiety prevailing among employees for fear of being laid off, or reducing their wage rates, or the services provided to them. The theme of the quality of work life is concerned with studying and analyzing the components and methods on which leadership in universities is based, with the aim of providing a better work life

for employees, and it also contributes to enhancing the performance of the university, and fulfilling the needs and desires of employees; The more the work environment is characterized by acceptance and satisfaction from employees, the more this contributes to making individuals fully engaged in their jobs, and ultimately leads to better performance (Al-Maghrabi, 2004, p. 115).

According to Al-Masry and Al-Agha (2014, p.106), the importance of quality of work life in universities lies in better utilization of the near and far marketing environment, establishing an ethical work environment, building intellectual capital, reducing conflict between management and employees, reducing work hours, management democracy, allowing employees to participate in decision-making, raising productivity, achieving employees' expectations thought fulfillment of their work needs and requirements, and occupational and work environment safety; And quality of work life includes all practices performed by the management in response to employee needs through developing mechanisms that encourage employees to fully participate in making decisions that can improve their work life. Characteristics of quality of work life are defined according to what Gad El-Rab (2009, p.9) and Al-Masry and Al-Agha (2014, p.102-13) pointed out: providing a healthy work environment free from stress and anxiety; active participation in a broad sense "decision-making – self-management – returns – ownership"; social justice and preserving the dignity and privacy of employees; providing the requirements for stability and job security; fair system of wages, rewards, and material and moral incentives; and providing the right conditions to enhance organizational effectiveness.

Previous Studies:

The studies that addressed academic governance and quality of work life were reviewed, and arranged according to their historical context from the oldest to the most recent, as follows:

- **First: Studies of Academic Governance:**

The study of (Sajadi, Maleki, Ravaghi, Farzan, Aminlou, & Hadi, 2014) aimed to evaluate the essential role played by the Board of Directors in the governance of medical universities and provide solutions to improve their performance; it used a mixed methods approach (qualitative and survey) and the findings showed a gap in the literature regarding evaluating the performance of university boards of directors, the participants believed that the boards did not have an acceptable performance of governance for a long time, and the increasing number of board meetings and decisions that were of an administrative nature, and they emphasized the importance of delegation and strengthening the status of boards as effective strategies to accelerate the process of governance of boards of trustees. Beg and Ashok (2015) presented a study aimed at exploring the obstacles to good governance in Indian universities and developing a vision for the steps to develop good governance in them; The study used the qualitative survey approach and conducted an interview with various university leaders; and the study recommended the need for universities to improve their good governance in order to reduce the challenges posed by the upcoming knowledge economy. Cruz & Jimenez (2015) aimed to find out the extent to which faculty unions in Philippine universities and colleges participate in university governance; The researchers used the mixed methods approach (interpretive and follow-up design), and the findings showed that the percentage of participation of members of faculty unions in university governance is acceptable, and that participation is represented in the academic aspects in (curriculum design),

political aspects in (employment policy), financial aspects in (budget), and economic aspects in (salaries and wages). In the study of (Bratianu & Pinzaru, 2015), the objective was to analyze various university governance models in Europe, the United States of America, Australia and Japan, and defining key success factors that make university governance a strategic driving force; the study relied in its descriptive on three interactive elements: extensive research in literature, identifying the most important university governance models applied so far in countries with world-class universities, and a critical analysis of these models regarding strategic thinking, and looking at ranking; The study showed that the 2015 ARWU Academic Governance Model for World Universities for universities in the United States is similar to corporate governance in many aspects, which leads to a well-motivated strategic force; In the United Kingdom, it was discovered that the university governance is essentially based on the (Oxbridge model) for academic self-governance; While in Japan and Australia, the study showed a significant impact of setting up a board of trustees-since the establishment of the university-on the style of governance; And that the other universities in middle- and eastern-Europe have a low level of autonomy because they were established in a centralized education system. In the study of Al-Sawadi (2015), which aimed to build a proposed vision of good governance as an entry point to ensure quality in academic accreditation in Saudi universities, the researcher used the descriptive approach; It turned out that the degree of application of governance is weak, the lack of clarity in the principles of good governance for university staff, weak community involvement in decision-making, and the centralization of power in the hands of senior leadership are among the most important obstacles to applying governance in Saudi universities. In the study of Al-Fawaz (2015), the aim was to reveal the reality of applying the principles of good governance in the universities of Mecca Province from the point of view of academic leaders; The study used the descriptive approach and it concluded that the degree of applying the principles of good governance is moderate. In the study of Al-Noshan (2016), which sought to investigate the reality of the application of governance at Princess Nourah Bint Abdul Rahman University, and to reveal its obstacles; The descriptive survey approach was used, and it was found that the reality of applying governance is medium, and the fields of governance were arranged according to their practice as follows: accountability, transparency, and participation had a moderate degree. In Al-Balawi's study (2016), it aimed to investigate the reality of governance at Umm Al-Qura University, verify the extent to which its requirements and standards are applied, and the extent of the impact of the economic situation, environment, customs, traditions, trends and educational outputs, the behavior of employees and students, and politics on the application of governance; The descriptive approach was used, and it was found that there is a moderate degree of application of governance (participation, transparency and accountability). In Al-Sudairi's study (2016), the aim was to investigate the reality and importance of applying governance in Saudi universities from the point of view of the study sample, the obstacles to its application, and develop a proposed model for applying governance in Saudi universities, based on the best international experiences and the results of the study; The researcher used the descriptive approach, and the results of the study showed that the degree of application of governance was moderate, and the governance dimensions in most applied the university were: participation dimension, followed by accountability, followed by transparency. In the study of (Lougheed & Pidgeon, 2016), the study aimed to investigate the reality of effective academic

governance in Canadian universities; The study relied on the analytical descriptive approach while addressing the theoretical framework of the study, and the study instruments relied on interviews with current and former members of the Senate (Governance Committee) in some universities regarding the influence of the University Senate on the decision-making process; The findings concluded that only 44% of the study sample confirmed that the University Senate or University Governance Committee takes effective decisions, which is a small percentage that expresses a need for governance committees in these universities to undergo development. The study of (Gohari & Holsen, 2016) aimed to understand the role of governance as a system in university development in Norway through a case study of the Norwegian University of Life Sciences and the Norwegian University of Science and Technology; The study relied on the analytical descriptive approach in dealing with the concept of governance through analysis, and the role of the two universities in serving civil society through the university governance system, which views the university as a "city university" as a result of the strong relations between the university and the local community; The findings confirmed that adopting the governance in Norwegian universities has contributed to the participation of stakeholders, the surrounding community, and the Ministry of Education for universities in managing and developing them. In the study of (Johnson, DuVivier & Hambright, 2017), they aimed to investigate the perceptions of faculty members in American universities about the participatory university governance; The study relied on the analytical descriptive approach; It was found that university governance emphasizes the participation of all relevant parties through the Committee of Trustees, which consists of: faculty members, staff, and elected students, in addition to members appointed by the state governor, who are collectively involved in decision-making, planning, and management accountability. In the study of Al-Muslat (2017), the aim was to reveal the degree of practice of the governance principles in emerging Saudi universities; The study adopted a descriptive approach; It was found that the degree of practicing governance principles in Saudi universities was moderate, with the practice of the empowerment principle coming in the first place, the practice of the transparency principle in the second place, the practice of the effective participation principle in the third place, while the degree of practice of the accountability principle came in the last place. The study of Al-Mufeez (2018) aimed to investigate the reality of the application of governance in Saudi public universities; The study used the descriptive and analytical approach; It was found that the reality of application of the areas of governance was moderate, with the field of accountability in the second place, the field of transparency in the fourth place, then the field of participation in the fifth and last place. The study of Al-Moumani, Al-Zaboun, and Qawaqaza (2018) aimed to discover the level of application of governance in Jordanian universities; The researchers used the analytical descriptive approach, and the findings showed that the level of application of participation, transparency, accountability and governance is (large). In the study of Assaf (2018), which aimed to determine the degree of recognition of faculty members in Palestinian universities for the extent to which the principles of governance are applied; The researcher followed the descriptive approach in three fields: (accountability and transparency in aspects of participation, justice and equality for empowerment, effectiveness and efficiency); The study showed that the degree of applying governance principles is high, the field of (efficiency and effectiveness) came in the first place, and the field of (accountability and transparency) came in the last place. In Al-

Ali's study (2019), it aimed to reveal the extent of applying governance in public universities in light of the Kingdom's Vision 2030; The researcher used the analytical descriptive approach; It was shown that the degree of application of (transparency, participation, accountability, justice, and effectiveness) was moderate. In Al-Sharif's study (2020), the aim was to investigate the reality of governance and the difficulties that limit the availability of its principles in universities in light of the Kingdom's Vision 2030; The descriptive survey approach was used; It turned out that the reality of the availability of governance principles is moderate. In the study of Faraj and Al-Ghamdi (2021), it aimed to develop a proposed format for the standards of academic participatory governance in Saudi universities in light of the experiences of American universities, and the analytical descriptive approach was used; It turned out that the degree of application of participatory academic governance standards in Saudi universities was moderate. In the study of Al-Deek (2021), it aimed to measure the impact of applying institutional governance standards with its dimensions (transparency, accountability, participation, equality) on the development of human resources in Jordanian private universities; The study relied on the quantitative approach (descriptive and analytical), and it was shown that the degree of application of governance standards (participation, transparency, accountability, equality) in universities was moderate, and its impact on the development of human resources was shown. In the study of Houria and Al-Owaidi (2022) aimed at investigating the degree of application of governance principles in Jordanian universities, the descriptive approach was used, and it was found that the level of application of governance principles (accountability, the field of clarity and transparency, and the field of participatory) in Jordanian universities had a moderate degree. The study of Al-Ghamdi (2022) aimed to investigate the reality of the application of good governance in the colleges of education in Saudi universities and its relationship to the performance quality, and the researcher relied on the analytical descriptive approach; It was found that the degree of practicing the principles of good governance is moderate in the colleges of education in Saudi universities. In the study of Al-Arifi, Ibn Saif, and Al-Mufiz (2022), the aim was to reveal the role of governance in improving spending efficiency in Saudi public universities; It was found that governance has an effective role in improving performance efficiency in general, and a significant impact on achieving efficient spending in Saudi universities, and that the application of governance in universities contributes positively to defining authorities and responsibilities clearly and transparently, and works to achieve justice among all its staff, through what it governance principles offer, including opportunities for communication and participation in decision-making; The findings also showed that governance plays an important role in the comprehensive and accurate review of systems, and the focus on ensuring efficient spending and maximizing its impact in a manner that guarantees resource sustainability and improves performance.

- **Second: Studies of Quality of Work Life:**

The study of Al-Bulahid (2014) aimed to investigate the level of job satisfaction among administrative female employees at Princess Nourah Bint Abdulrahman University and its relationship to some demographic variables, and used the descriptive approach, and it was found that job satisfaction was moderately high, and the statements revolving of the axis of human and personal relationships within the university came in the highest ranks. The study of Zare, Haghgooyan, and Karimi (2014) also aimed to investigate the dimensions of the quality of work life among faculty members, and to measure the factors

related to job content, economic and social dimensions, and achieving work-life balance for faculty members; The findings showed that the faculty members were dissatisfied with the economic factors of the quality of work life used at the university, and they received less than the average with regard to job security, and work-life balance had a moderate degree, while participation in decision-making got the lowest average response. In the study of Mahmoud (2015), it aimed to reveal the relationship between the quality of work life and its relationship to administrative creativity at the level of recreational activities in Egyptian universities, and it followed the descriptive approach; The findings found that there is a relationship between the quality of work life and administrative creativity, which is represented in collective participation, achieving job satisfaction, rewards, returns and benefits, and providing a safe and healthy environment. In the study of Vandana and Kulwinder (2016), it aimed to measure the impact of organizational role stress on the quality of work life among faculty members in higher education institutions, and to predict and detect organizational role stress that affects the quality of work life of faculty members from various colleges and universities in Haryana state, the quantitative method was used, and the findings revealed that work life among faculty members is negatively correlated with organizational role stress, and in general there was a strong negative correlation between the quality of work life and different dimensions of organizational role stress. In the study of Hassan (2018), it aimed to investigate The Use of Training Strategies and the Quality of Work Life to achieve the Quality of Higher Education in Egyptian universities: A field study; The results of previous studies were reviewed and the descriptive approach was used; The study concluded that there is a statistically significant direct relationship between training strategy, quality of work life, and quality of university education. In the study of Sweis (2018), it aimed to investigate The Reality of the Quality of Work Life in achieving Job Satisfaction: An applied study on Palestinian universities, and the analytical descriptive approach was used; The fairness of the wages and rewards system axis came in first place with a high degree, while it was found that there were moderate degrees in improving

working environment and conditions and motivation systems. And the study of Al-Qalyoubi (2018), which aimed to investigate the impact of the quality of work life according to some variables among faculty members in the colleges of physical education in Egyptian universities, and used the descriptive approach, and found a relationship between satisfaction with wages and salaries and the quality of work life. In Hamadneh's study (2019), the aim was to investigate the level of quality of work life among faculty members at the Jordan University of Science and Technology in the fields of (leadership style, job stability and security, job promotion, salaries and rewards, balance between university work and social life, and professional development/training and education); It was found that the level of quality of work life among faculty members at the Jordan University of Science and Technology was very high for all fields of study and the instrument as a whole. In the study of (Rasak, et al., 2019) the aim was to investigate the quality of work life among the academic staff in private universities in north-central Nigeria, it followed the descriptive approach and it was found that the level of working life is high. In the study Al-Raqab (2022), the study aimed to investigate The Mediating Role of Spiritual Intelligence in Enhancing the Impact of Leadership Competencies on the Quality of Work Life in Saudi Universities: An applied study, from the point of view of academic leaders; a proposed model was developed for the impact of leadership competencies on both the quality of work life and spiritual

intelligence; The study used the analytical descriptive approach, and concluded that academic leaders in Saudi universities practice leadership competencies, spiritual intelligence, and quality of work life to a high degree; The findings also showed that leadership competencies and spiritual intelligence have a direct positive impact on the quality of work life in these universities. In the study of Al Jamaan and Al-Ghamdi (2022), it aimed to investigate the level of quality of work life among staff of the Deanship of Human Resources at Imam Muhammad bin Saud Islamic University in Riyadh; The researcher used the descriptive survey approach, and it was found that the level of quality was moderate and its dimensions were arranged in descending order: leadership style, stability, job security, participation in decision-making, balance between work and social life, wages and rewards.

Study Approach:

The study used the descriptive correlational design to investigate academic governance and its relationship to achieving the dimensions of the quality of work life at Northern Border University In Arar; where Obeidat, Adass, and Abdel-Haq (2012, 391) mention that the descriptive correlational method is the type of research by which all members of the study population or a large sample of them are questioned in order to describe the studied phenomenon in terms of its nature, degree of existence, reality and interpretation; by describing the reality of the practice of academic governance and its relationship to achieving the dimensions of the quality of work life at the Northern Border University in Arar.

• Study Population:

The study population included all academic leaders and faculty members of the Northern Border University in Arar, numbering (660) at the ranks of professor, associate professor and assistant professor, according to the personnel affairs statistics of the Northern Border University in Arar for the academic year 2022/2023. Table (1) shows the distribution of the study population according to academic rank.

Table (1) the distribution of the study population according to academic rank

	Professor	Associate professor	Assistant professor	total	%
Saudi	1	8	71	80	12.12%
Non-Saudi	49	84	447	580	87.88%
total	50	92	518	660	100%
%	7.58%	13.94%	78.48%		100%

It is clear from the previous table that the highest percentage of the study sample is non-Saudis at (87.88%) and Saudis at (12.12%). The percentage of faculty members in the category of assistant professor was (78.48%), while the percentage of faculty members with the rank of professor was (7.58%), and the percentage of members at the rank of associate professor was (13.94%). The study was limited to these three academic ranks.

Study sample: (250) leaders and faculty members were selected at the ranks of professor, associate professor and assistant professor, where the sample size was determined randomly according to Stephen Thompson's equation mentioned in Al-Duhayan (2001, p.71) to determine the sample size.

$$n = \frac{N \times p(1-p)}{[(N-1) \times (d^2 + z^2)] + p(1-p)}$$

Where N is the population size, z is confidence level for the significance level 0.95 = (1.96), d is error proportion =

0.05, and p is probability = 0.50. By plugging into the formula, the sample number must not be less than (243), and since the total number of the study sample exceeds the number appropriate to the sample size, the sample can be considered representative of the study population. The frequencies and percentages of the primary variables in the current study were calculated.

Table (2) distribution of the study sample in Northern Border University in Arar according to academic rank and nationality

Nation ality	Profes sor	Associate professor	Assistant professor	tot al	%
Saudi	1	7	40	48	19.2 %
Non-Saudi	22	50	130	202	80.8 %
total	23	57	170	250	100 %
%	9.2%	22.8%	68%		100%

It is clear from the previous table that the highest percentage of faculty members is at the rank of assistant professor, with a percentage of (68%), while the lowest percentage is at the rank of professor (9.2%). It was also found that the percentage of Saudi faculty members was (19.2%) and non-Saudis (80.8%).

• **Study Instrument:**

The study relied on the descriptive correlational approach, which depends on the method of on the questionnaire in collecting its data, where a questionnaire was developed that aims to measure the practices of applying academic governance, and the application of the dimensions of the quality of work life by reviewing the literature on the subject by taking advantage of the questionnaires and scales that were mentioned in previous studies in universities. In preparing the closed questionnaire, the researcher relied on the following steps: **The first step:** The aim of the study instrument was defined: it is to investigate the reality of the practice of academic governance and its relationship to achieving the dimensions of the quality of work life at the Northern Border University in Arar. **The second step:** defining the axes and dimensions of the questionnaire: Where the researcher reviewed the literature, and defined the main dimensions of the first axis (academic governance), and its dimensions were identified in five axes, which are (transparency, accountability, participation, empowerment, effectiveness and efficiency), and it is measured by items (1-35) by (7) items for each dimension; while the second axis measures the degree of applying the dimensions of the quality of work life (20) items, which are measured by items (1-20), distributed equally on (4) dimensions (work environment, salaries, incentives and wages, organizational support from leadership, facilities and services). **The third step:** the items were formulated in the dimensions and the response was graded according to the five-point Likert scale, where it indicates: (always): It is practiced by (80% or more), (Mostly): It is practiced by (60% - less than 80%), (sometimes): it is practiced by (40% - less than 60%) and (rarely): it is practiced by (20% - less than 40%), and (a little): it is practiced by less than 20%. **The fourth step:** the questionnaire was presented to a group of arbitrators from faculty members in Saudi universities to judge the linguistic clarity of the item as well as the extent to which the item represents the dimension and the axis it measures, and to suggest what they see appropriate, and the questionnaire comes out in its final form, and validity and reliability are confirmed by applying it to the pilot sample from outside the basic study sample. All items of the dimensions were formulated in the positive direction, so that the high score

indicates a high score for the measured characteristic and the low score indicates a low score. The range was calculated for the response levels, which is = 4, and by dividing the range by the number of levels equal to 5, the result was = 0.80, which represents the length of category, thus becoming the criterion for judging the degree of practice as shown in Table (3).

Table (3) Criterion for judging the degree of practice of learning organizations/the quality of working life

Average Score	Response	Degree of application
From 1 to less than 1.80	A little	Very low
From 1.81 to less than 2.60	Rarely	Low
From 2.60 to less than 3.40	Sometimes	Average
From 3.40 to less than 4.20	Mostly	High
From 4.20 and above	Always	Very high

Questionnaire validity: questionnaire validity refers to the ability of the questionnaire to measure what it was intended to measure, through the validity of the arbitrators and the validity of internal consistency, as follows:

- **First: face validity** (the validity of arbitrators): The questionnaire was presented in its initial form to a committee of (10) arbitrators from faculty members from some Saudi universities. The required arbitration criteria were defined in terms of the appropriateness and clarity of the item, and the extent to which each item belongs to its dimension; and suggesting methods to improve it by adding, rephrasing, deleting, or other methods from what they deem appropriate, the phrasing of some items was modified, and all items that obtained an agreement percentage of (80%) or higher between the arbitrators, were kept as belonging to the dimension that it measures.
- **Second: validity of internal consistency of the questionnaire items:** validity of internal consistency of the questionnaire items dimensions for the first axis (academic governance) was verified by calculating the correlation coefficients of the degree of each item with the total degree of the dimension to which the item belongs, as the results are shown in Table (4).

Table (4): Pearson Correlation Coefficients between the Item and the Total Score of the Dimension to Which the Item Belongs in (Academic Governance)

Transpare ncy		Accountab ility		Participati on		Empower ment		Effectiven ess and efficiency	
s	Correla tion to the dimens ion	s	Correla tion to the dimens ion	s	Correla tion to the dimens ion	s	Correla tion to the dimens ion	s	Correla tion to the dimens ion
1	0.74**	1	0.68**	1	0.79**	1	0.69**	1	0.90**
2	0.82**	2	0.69**	2	0.63**	2	0.75**	2	0.74**
3	0.75**	3	0.67**	3	0.68**	3	0.78**	3	0.84**
4	0.65**	4	0.69**	4	0.79**	4	0.80**	4	0.73**
5	0.66**	5	0.76**	5	0.72**	5	0.76**	5	0.76**

Transparency		Accountability		Participation		Empowerment		Effectiveness and efficiency	
S	Correlation to the dimension	S	Correlation to the dimension	S	Correlation to the dimension	S	Correlation to the dimension	S	Correlation to the dimension
6	0.64**	6	0.73**	6	0.74**	6	0.73**	6	0.89**
7	0.71**	7	0.63**	7	0.59**	7	0.63**	7	0.81**

** Statistically significant at the significance level of (0.01)

Table (4) shows that correlation coefficients between the item and the total score for each dimension of academic governance practice to which the item belongs are all statistically significant at the significance level (0.01); The values of these correlations ranged with the first dimension "transparency" from (0.64-0.82), for the second dimension "accountability" from (0.63-0.76), and for the third dimension "participation" from (0.59-0.79), and the fourth dimension "empowerment" from (0.63-0.80), and the fifth dimension "effectiveness and efficiency" from (0.73-0.90); these results indicate the validity of internal consistency of the items with the total degree of its axis. Table (5) shows consistency coefficients for the quality of work life.

Table (5): Correlation Coefficients of Items with the Second Axis "Quality of Work Life" with the Total Score of Its Dimensions

Work environment		Salaries, incentives and wages		Organizational support from leaders		Facilities and services	
S	Correlation to the dimension	S	Correlation to the dimension	S	Correlation to the dimension	S	Correlation to the dimension
1	0.77**	1	0.79**	1	0.75**	1	0.87**
2	0.81**	2	0.70**	2	0.71**	2	0.54**
3	0.79**	3	0.81**	3	0.57**	3	0.61**
4	0.76**	4	0.88**	4	0.74**	4	0.74**
5	0.84**	5	0.89**	5	0.78**	5	0.81**

**items significant at 0.01 level

From Table (5), it is clear that all items are significant at the level (0.01). The values of the correlation coefficients for the items ranged in the first dimension "work environment" from (0.76-0.84), and in the second dimension "salaries, incentives and wages" from (0.70-0.89), and in the third dimension "organizational support from leaders" from (0.57-0.78), and the fourth dimension "facilities and services" from (0.54-0.87), and all these correlations indicate the consistency of the item with its dimension in the second axis.

The reliability of the questionnaire: The reliability of the questionnaire was estimated using the reliability of internal consistency by applying the Cronbach Alpha equation, as shown in Table (6).

Table (6) reliability coefficients of internal consistency for the study instrument according on its dimensions, by application of the Cronbach Alpha method

S	Dimensions	Means	Standard Deviation	Ranking	Degree of Practice
1	Transparency	3.43	0.98	1	High
2	Accountability	3.41	1.03	2	High
4	Empowerment	3.18	1.08	3	Moderate
5	Effectiveness and Efficiency	2.81	1.04	4	Moderate
3	Participation	2.63	1.04	5	Moderate
Total Score		3.09	1.07	---	Moderate

Table (6) shows that the values of the alpha reliability coefficients are acceptable, as they reached (0.94) for the first axis "academic governance" and the dimensions ranged from (0.88-0.93), and for all the items of the second axis in the questionnaire "quality of work life" they reached (0.93), and its dimensions ranged from (0.79-0.83), which indicates the reliability of the questionnaire axes using Cronbach's alpha method.

Results and Discussion:

Discussion of the findings involves discussing the research questions, results of statistical analysis, and

Dimensions	No. of items	Reliability coefficients
Transparency	7	0.90
Accountability	7	0.91
Participation	7	0.89
Empowerment	7	0.88
Effectiveness and efficiency	7	0.93
All items of the first axis	35	0.94
Work	5	0.80
Salaries, incentives and wages	5	0.79
Organizational support from leaders	5	0.83
Facilities and services	5	0.81
All items of the second axis	20	0.93

interpretation of findings in the light of previous relevant literature.

• **Findings Related to First Research Question:**

The first research question was as follows: "What is the degree of implementing academic governance at the Northern

Border University in Arar?". In order to answer this question, means and standards deviations for dimensions of governance

were calculated, as outlined in Table (7). Dimensions are ordered descendingly.

Table (7): Means and Standard Deviations of the Sample's Responses Regarding the Dimensions of Academic Governance at the Northern Border University in Arar (in a Descending Order)

Results indicate that sample members estimate the current state of implementing the dimensions of governance at the Northern Border University at a moderate degree. The mean is valued at (3.09), while standard deviation is (1.07). This may be attributable to modern trends toward the implementation of governance at universities, but these efforts are still at their infancy. The 2020 marked the beginning of implementing the new university system, which outlined regulations for governance and autonomy.

Findings Related to the First Dimension: Transparency:

The table below outlines the results of the sample's responses to the items related to this dimension.

Table (8): Means, Standard Deviations, Degrees, and Rankings for the Transparency Dimension

S	Item	Mean	Standard Deviation	Degree	Ranking
1	The university provides a system for informing about regulations and laws governing work at the university.	4.10	0.81	High	1
3	The university	3.61	0.85	High	2
2	The university	3.40	0.92	High	3
6	The university	3.27	1.00	Moderate	4
5	The university	3.30	0.93	Moderate	5
7	The university	3.20	1.02	Moderate	6
4	The university	3.10	1.09	Moderate	7
Total score		3.43	0.98	High	

The analysis of Table (8) shows that the mean for the transparency dimension is valued at (3.43), with a high degree of implementation, and a standard deviation of (0.98), thereby indicating a consensus on the implementation of this dimension. This may be attributable to the interest of universities in moving towards governance through the implementation of transparency and realization of the aspirations of the Saudi Vision 2030, as Saudi Arabia has been keen on implementing and promoting transparency through procedures adopted in organizational regulations for the new university system in order to support the governance and autonomy of universities and seeking improved transparency. The highest ranking item is Item (1), which states that "The university provides a system for informing about

regulations and laws governing work at the university", with a mean of (4.10), which represents a high degree. This may be attributable to the issuance of the new university system and subsequent regulations that helped in focusing on the legislative aspect of governance. Ranked last is Item (4), which states that "The university discloses the compensation policy", with a mean of (3.10), which represents a moderate degree, and a standard deviation of (1.09), thereby indicating the dispersion of sample members' estimations from the overall mean for the dimension. The moderate degree and ranking last may be attributable to comprehensive reviews at universities, especially with regards to the efficiency of spending and promoting it as well as reducing large expenditures and moving toward rationalization through reducing spending on rewards and allowances. This may also be attributable to that financial aspects have become among the most prominent forms of governance, also known as "financial governance", which aims at the rationalization and enhancement of ways of spending as well as improving the financial and operational efficiency of the university's operations. The present study's findings corroborate those obtained by the studies of Sajadi, Maleki, Ravaghi, Farzan, Aminlou, & Hadi (2014), Beg & Ashok (2015), Cruz & Jimenz (2015), and Bratianu & Pinzaru (2015) in terms of emphasizing the importance of transparency in the academic governance of universities. The findings are also in line with those obtained by the studies of Almomeny, Azzaboun, & Quaazeh (2018), and Assaf (2018), in which transparency was rated at a high degree, but are in disagreement with the findings obtained by the studies of Assawadi (2015), Al-Fawwaz (2015), Al-Balwi (2015), Assedairy (2016), Al Meslet (2017), Al-Mfaiz (2018), Al-Ali (2019), and Al-Sharif (2020), Farag & Al-Ghamdi (2021), Addeek (2021), Horyea & Al-Owaidy (2022), Al-Ghamdi (2022), in which transparency was rated at a moderate degree.

Findings Related to the Second Dimension:

Accountability:

Table (9): Means, Standard Deviations, Degrees, and Rankings for the Accountability Dimension

S	Item	Mean	Standard Deviation	Degree	Ranking
1	The management provides a specific system for accountability.	3.90	0.62	High	1
4	Accountability is implemented based on sound information.	3.81	0.78	High	2
6	The university promotes the role of bodies of financial monitoring.	3.76	1.00	High	3
3	The university has clear criteria for punishment.	3.30	0.98	Moderate	4

5	Violations are addressed with legal methods.	3.27	1.12	Moderate	5
2	The university adopts clear criteria for rewarding.	3.20	0.98	Moderate	6
7	The university provides	2.60	1.09	Moderate	7
Total score		3.41	1.03	High	

3	Competent parties share all activities with the university.	2.40	0.90	Lo	6
1	Everyone participates in decision making.	2.39	1.12	Lo	7
Total score		2.63	1.04	Moderate	

Table (9) shows that the mean for the accountability dimension is (3.41), which represents a high degree, with a standard deviation of (1.03), thereby indicating a large difference among sample members' estimations. Ranked first is Item (1), which states that "The management provides a specific system for accountability", with a mean of (3.90), representing a high degree, and a standard deviation of (0.62). This may be attributable to the existence of legislations and regulations governing the relationships, tasks, and duties between staff members, as the Northern Border University is an emerging university that has benefitted from all the regulatory and legislative procedures of universities since its establishment. Ranked last is Item (7), which states that "The university provides mechanisms with accordance to specific goals", with a mean of (2.60), which represents a moderated degree at borderline with the low degree. This may be attributable to the lack of constant updates of performance appraisal systems and methods with accordance to the goals in the work environments in higher education institutions and the tendency to use conventional ways and methods of goal accomplishment. The present study's findings are in line with those obtained by the studies of Cruz, et al (2015), Bratianu, et al (2015), Almomeny, Azzaboun, & Quaqzeh (2018), and Assaf (2018), in which accountability was rated at a high degree. On the other hand, the study's findings are in disagreement with those obtained by the studies of Annoushan (2016), Al-Balwi (2016), Al-Meslet (2017), Al-Mfaiz (2018), Assaf (2020), Farag & Al-Ghamdi (2021), Addeek (2021), and Horyea & Al-Owaidy (2022), in which accountability was rated at a moderate degree.

• **Findings Related to the Third Dimension: Participation:**

Table (10) illustrates the results of sample members' responses to items related to this dimension.

Table (10): Means, Standard Deviations, Degrees, and Rankings for the Participation Dimension

S	Item	Mean	Standard	Degree	Ranking
5	The university allows all staff	3.30	1.00	Moderate	1
6	The management supports the accomplishment of work with	2.85	1.00	Moderate	2
7	The university encourages all staff members toward constructive and positive	2.55	1.04	Low	3
4	It is allows to discuss decisions and modify them	2.50	0.90	Low	4
2	The university provides opportunities to vote in all	2.45	1.00	Low	5

Table (10) shows that the mean for the participation dimension is (2.63), which represents a moderate degree, with a large standard deviation of (1.04). The researcher attributes this to some barriers that undermine practicing participation, such as low equality of opportunities of participation in decision making with accordance to discipline, lack of experience among some faculty members with regards to the methods of decision making. Additionally, the focus on internal administrative aspects that are implemented with conventional methods weakens the orientation toward working in committees for fostering participation, lack of mechanisms that support the exchange of experiences between staff members and leaders with regards to participation in decision making, and leaders' high administrative burdens which limit their role in the preparation of successors in university leadership and participation. Ranked first is Item (5), which states that "The university allows all staff members to express their opinions", with a mean of (3.30) and a standard deviation of (1.03), thereby indicating the difference in sample members' estimations. This may be attributable to the low interest among leaders in the distribution of administrative work and work in committees, limited encouragement of staff members by leaders toward participation in decision making, high centrality, and low interest in developmental initiatives. Ranked last is Item (1), which states that "Everyone participates in decision making", with a mean of (2.39) and a standard deviation of (1.12), thereby indicating a large difference in sample members' estimations of the current state of implementing the participation dimension. This may be attributable to lack of experience among some faculty members with regards to administrative aspects of institutional work, the nature of the hierarchical structure, lack of clear procedures for work in committees due to poor implementation of principles of administrative autonomy, difficulties that still hinder the implementation of participative academic governance such as the absence of the dialogue culture, limited spread of the governance culture, and low financial and administrative autonomy, thereby leading to the need for amending articles of the system of the Higher Education Council and universities with accordance to the contemporary requirements through the issuance of the new university system and also the need for establishing a governance center as well as the formation of a Board of Trustees at every university by voting. The present study's findings corroborate those obtained by the studies of Assawadi (2015), Al-Balwi (2016), Assadairy (2016), Johnson, et al (2017), Al Meslet (2017), Al-Mfaiz (2018), Al-Ali (2019), Addeek (2021), Al-Arif, et al (2022), and Gawanmeh (2018). On the other hand, the study's findings are in

disagreement with the findings obtained by Almomeny, Azzaboun, & Quaqzeh (2018), and Assaf (2018), in which participation was rated at a high degree.

training and generation of opportunities for administrative development and renewal, in addition to administrative difficulties such as poor equality of opportunities among faculty members for developing their leaderships skills for meeting the requirements of assuming administrative and leadership positions and achieving development in the field.

The findings of the present study are in line with those obtained by the study of Al Meslet (2017), in which practicing empowerment ranked first and at a moderate degree, while they are in disagreement with the findings obtained by the study of Assaf (2018), in which empowerment was rated at a high degree.

Findings Related to the Fourth Dimension: Empowerment:

Table (11) illustrates the results of sample members' responses to items related to this dimension.

Table (11): Means, Standard Deviations, Degrees, and Rankings for the Empowerment Dimension

S	Item	Mean	Standard Deviation	Degree	Ranking
1	The university	3.39	0.98	Moderate	1
6	Relationships	3.35	1.08	Moderate	2
5	There is an	3.30	1.09	Moderate	3
2	The right	3.25	1.02	Moderate	4
3	The	3.10	1.08	Moderate	5
4	Many	2.97	1.07	Moderate	6
7	The university encourages employees	2.87	1.05	Moderate	7
Total score		3.18	1.08	Moderate	

Table (11) shows that the mean for the empowerment dimension is (3.18), with a standard deviation of (1.08), thereby indicating the difference in sample members' estimations. This may be attributable to the lack of methods of empowerment of faculty members as well as low participation. Ranked first is Item (1), which states that "The university delegates adequate authorities for accomplishing duties", with a mean of (3.39) and a standard deviation of (0.98). This may be attributable to the lack of interest by universities in achieving universities' autonomy with accordance to the guidelines outlined in the new university system. Due to the fact that its implementation has not been generalized at all universities, there is a need to implement the practices of administrative autonomy, with the delegation of authority being a prominent example of these practices. Ranked last is Item (7), which states that "The university encourages employees toward accomplishing work with new different ways", with a mean of (2.87), representing a moderate degree, and a standard deviation of (1.05), thereby indicating the difference in sample members' estimations. This may be attributable to poor practicing of administrative creativity in academic and administrative practices due to the lack of expertise in this area, and low interest by senior management in

Findings Related to the Fifth Dimension: Effectiveness and Efficiency:

Table (12) illustrates the results of sample members' responses to items related to this dimension.

Table (12): Means, Standard Deviations, Degrees, and Rankings for the Empowerment Dimension

S	Item	Mean	Standard Deviation	Degree	Ranking
3	There are plans for developing the university's resources	3.19	0.94	Moderate	1
7	Improvement of planning and investment of human resources	2.94	0.98	Moderate	2
4	The university	2.89	1.02	Moderate	3
5	The university provides long-term plans for	2.80	1.09	Moderate	4
1	The university	2.77	1.03	Moderate	5
2	The university	2.58	0.95	Low	6
6	The university	2.52	1.08	Low	7
Total score		2.81	1.04	Moderate	

Table (12) shows that the mean for the effectiveness and efficiency dimension is (2.81), with a standard deviation of (1.04), thereby indicating differences in sample members' estimations. This may be attributable to some organizational barriers hindering the achievement of high levels of effectiveness and efficiency, such as the diversification of funding sources and generation of new funding sources, organizational barriers related to the nature of the organizational structure which is based on centrality, low effectiveness of work in teams, poor practicing of delegation, and rigidity of regulations and systems. Ranked first is Item (3), which states that "There are plans for developing the university's resources", with a mean of (3.19) and

a standard deviation of (0.94). This may be attributable to barriers limiting the university's ability to diversify its financial resources despite universities' interest and orientation to investment, thereby leading to the necessity of additional organizational and legislative support and developing forms of participation with productive sectors. Ranked last is Item (6), which states that "The university provides a system for identifying employees' training needs", with a mean of (2.52), representing a low degree, and a standard deviation of (1.08), thereby indicating differences in estimations. This may be attributable to low strategic orientation to modernizing ways and methods of identifying training needs with accordance to

strategic plans for developing human resources as part of the university's efforts to implement strategic management. The findings are in line with those obtained by the studies of Al-Ali (2019) and Farag & Al-Ghamdi (2021), in which effectiveness and efficiency were rated at a moderate degree. On the other hand, the study's findings are in disagreement with the findings obtained by the study of Assaf (2018), in which the effectiveness and efficiency aspect ranked first and was rated high.

• **Findings Related to Second Research Question:**

The first second question was as follows: "What is the level of achieving quality of work life at the Northern Border University in Arar?". In order to answer this question, means and standards deviations for dimensions of governance were calculated, as outlined in Table (13). Dimensions are ordered descendingly.

Table (13): Means and Standard Deviations of the Sample's Responses Regarding the Quality of Work Life at the Northern Border University in Arar (in a Descending Order)

Table (13) shows that the dimensions of quality of work

S	Dimensions	Means	Standard Deviation	Ranking	Degree of Practice
4	Facilities and services.	3.71	0.71	1	High
2	Salaries, incentives, and	3.62	0.90	2	High
1	Work environment.	3.55	0.87	3	High
3	Organizational support from the leadership.	3.39	0.81	4	Moderate
Overall mean for the dimension		3.57	0.78		High

life are rated high from the perspectives of sample members, with a mean of (3.57) and a standard deviation of (0.78), thereby indicating strong consensus on the estimation of the level of practice. Standard deviations for the dimensions where within the range of 0.71-0.90, thereby indicating a strong consensus on their estimation. This may be attributable to the relatively good availability of manifestations and indicators of quality of work life and the university's management's attention to providing all work-related requirements in order to recruit human resources and improve the work environment so that it becomes an attractive environment for academic talents. Most dimensions were rated high, as their means were within the range of 3.39-3.71, with the highest ranked dimension being that of facilities and services, with a mean of (3.71) and a standard deviation of (0.71). This may be attributable to the Northern Border University being a university at which facilities were designed with accordance to the latest engineering designs, along with care to the university's facilities and services delivered to faculty members. On the other hand, the dimension of "Organizational support from the leadership", which is rated at a moderate

degree, had a mean of (3.39). This may be attributable to the existence of some organizational barriers related to the participation of faculty members in decision making. These findings are line with those obtained by the studies of Mahmoud (2015), Hassan (2018), Al-Qalyoubi (2018), Rasak, et al, (2019), Arraqab (2022), in which the quality of work life was rated high. However, the findings are in disagreement with those obtained by the study of Al-Jamaan & Al-Ghamdi (2022), in which the quality of work life was rated moderate. For further discussion of the answer to the second research question, means and standard deviations for the items were calculated, as outlined in Table (14) below.

○ **Findings Related to the Work Environment Dimension:**

Table (14): Means and Standard Deviations of the Sample's Responses Regarding the Work Environment Dimension of the Quality of Work Life

S	Item	Means	Standard Deviation	Ranking	Degree of Practice
2	Work climate as a whole is characterized by respect and mutual appreciation.	4.10	0.99	1	High
3	The work environment meets occupation health and safety standards.	4.08	1.00	2	High
4	The organizational work environment stimulates excellent performance.	3.39	0.94	3	Moderate
5	The university work environment contributes to achieving job stability.	3.30	0.97	4	Moderate
1	Use of modern technologies in carrying out administrative and academic operations.	2.90	0.90	5	Moderate
Overall mean for the dimension		3.55	0.87		High

Table (14) shows that the work environment dimension in quality of work life is rated high, from the perspectives of sample members, with a mean of (3.55) and a standard deviation of (0.87), thereby indicating a consensus in sample members' estimations. The values of standard deviations for the items where within the range of 0.94-1.00, thereby indicating high consensus on most items. This may be attributable to the similarity of awareness among sample members regarding practices. In general, the work environment at the college and university is characterized by positivity. Attention to work environment stems from the keenness of the university's senior management on providing a work environment that is attractive and stimulating to employees. The item "Work climate as a whole is characterized by respect and mutual appreciation" ranked first, at a high degree, with a mean of (4.10) and a standard deviation of (0.99). The researcher attributes the high

degree to sample members' awareness of the manifestations that cultivate human relations in managing and organizing relations among the university's staff members based on friendliness, trust building, and mutual appreciation. The item "Use of modern technologies in carrying out administrative and academic operations" was rated at a moderate degree, with a mean of (2.90) and a standard deviation of (0.90), thereby indicating a consensus in estimations. This may be attributable to the technical needs to move toward digital transformation at the Northern Border University with regards to networking among the university's branches and campuses. The university is also an emerging one and is still at the early stages of practicing optimal planning for full digital transformation, in addition to the need to convert all its administrative, financial, and academic transactions at all departments into electronic forms.

o Findings Related to the Dimension of Salaries, Incentives, and Wages:

Table (15): Means and Standard Deviations of the Sample's Responses Regarding the Salaries, Incentives, and Wages

S	Item	Mean s	Standard Deviation	Ranking	Degree of Practice
1	A faculty member's salary is congruent with their experience and academic ranking	3.90	0.89	1	High
2	The university's incentive system meets the needs of faculty members.	3.88	0.93	2	High
3	A faculty member's financial dues are paid without	3.65	0.96	3	High
4	Financial incentives are provided to faculty members for publishing	3.38	1.03	4	Moderate
5	Discounts are provided to faculty members in service, health, and entertainment areas, in	3.31	1.04	5	Moderate
Overall mean for the dimension		3.62	0.90		High

Dimension of the Quality of Work Life

Table (15) shows that the estimations of the quality of work life with regards to the dimension of salaries, incentives, and wages is rated at moderate degree from the perspectives of faculty members and academic leaders, with a mean of (3.62) and a standard deviation of (0.90), thereby indicating a consensus among sample members' estimations. The values of standard deviations are within the range of 0.89-1.04, thereby indicating a high consensus on the estimation of degree of practice. The item "A faculty member's salary is congruent with their experience and academic ranking" ranked first, with a mean of (3.90) and a standard deviation of (0.89). The high degree and ranking first may be attributable to the determination of faculty members' salaries and rankings based on the regulations governing staff affairs at Saudi universities as well as the availability of

incentives and allowances that are appropriate for the experience and academic rankings of faculty members. The item "Discounts are provided to faculty members in service, health, and entertainment areas, in cooperation with local institutions" ranked last, with a mean of (3.31) and a standard deviation of (1.04). This may be attributable to the lack of effective partnerships between the local community environment and the university in providing incentives and exceptional benefits to faculty members while achieving marketing goals for organizations providing health, entertainment, and marketing services.

o Findings Related to the Dimension of Organizational Support from the Leadership:

Table (16): Means and Standard Deviations of the Sample's Responses Regarding the Organizational Support from the Leadership Dimension of the Quality of Work Life

S	Item	Means	Standard Deviation	Ranking	Degree of Practice
2	Communication between faculty members and university	3.68	0.97	1	High
4	University leaders take into consideration the health and social emergency	3.50	0.79	2	High
3	University leaders' treatment of faculty members is characterized by	3.40	0.98	3	High
5	University leaders join faculty members	3.20	0.90	4	Moderate
1	University leaders provide several channels for receiving complaints and	3.15	0.97	5	Moderate
Overall mean for the dimension		3.39	0.81		Moderate

Table (16) shows that the quality of organizational support from the leadership was rated at a moderate degree by sample members, with a mean of (3.39) and a standard deviation of (0.81), thereby indicating consensus in sample members' estimations. The item "Communication between faculty members

members' offices are well-furnished" ranked first at a high degree, with a mean of (4.20) and a standard deviation of (0.38), thereby indicating a high degree of consensus in estimations. The researcher attributes this to high satisfaction with the faculty members' work environment with regards to furnishing offices with services and appropriate support for the university's efforts aiming to create an appropriate work environment for retaining human resources. The item "The college has the needed technical and physical structures for undertaking tasks" ranked last at a moderate degree, with a mean of (3.13) and a standard deviation of (0.65). This may be attributable to the university's need for more provision of technical and physical services that contribute to supporting the educational and research processes, which require physical capabilities for enhancing and improving services.

Findings Related to the Third Research Question:

The third research question was as follows: "What is the relationship between the degree of implementing academic governance and quality of work life at the Northern Border University in Arar?"

In order to answer this question, the Pearson correlation coefficient was used in order to unveil a statistically significant relationship between the implementation of academic governance and the implementation of quality of work life at the Northern Border University, as outlined in Table (18).

Table (18): Pearson Correlation Coefficients between the Dimensions of Academic Governance and the Total Score and Dimensions of Quality of Work Life at the Northern Border University

	Trans parency	Accou ntability	Partici pation	Empow erment	Effectiv eness and Efficiency	Acade mic Govern ance
Work Environment	0.47*	0.55**	0.61**	0.51*	0.70**	0.71**
Salaries, Incentives, and Wages	0.63**	0.61**	0.65**	0.59**	0.63**	0.75**
Organization al Support from the Leadership	0.62**	0.67**	0.67**	0.42*	0.35*	0.69**
Facilities and Services	0.68**	0.60**	0.61**	0.54**	0.75**	0.78**
Quality of Work Life	0.71**	0.73**	0.66**	0.57**	0.74**	0.74**

**Statistically significant at the significance level of (0.01)
 *Statistically significant at the significance level of (0.05)

Table (18) shows the existence of a significant correlation between academic governance and the total score for implementing quality of work life at the Northern Border University, valued at (0.74), which is statistically significant at the significance level of (0.01). Values of correlation coefficients between the total score for academic governance and dimensions of implementing quality of work life were within the range of 0.69-0.78, all of which are statistically significant at the significance level of (0.01). The values of correlation coefficients between the dimensions of academic governance and the total score for implementing quality of work life were within the range of 0.57-0.74. The values of correlation coefficients show the existence of a positive and significant correlation, as

and university leaders are is easy and smooth" ranked first at a high degree, with a mean of (3.68) and a standard deviation of (0.97), thereby indicating agreement and consensus in estimations. This may be attributable to university leaders' attention to providing communication channels with faculty members through all possible means and addressing potential difficulties such as those related to the organizational structure, as the Northern Border University is an emerging university and still needs forms of organizational support from leaders such as participation in social occasions with faculty members (who are most non-Saudi). This may also be due to cultural factors that limit the opportunities of social occasions as well as inadequate time available to leaders due to busyness with work tasks and burdens. This finding is incongruent with modern management trends which call for participation in employees' social occasions due to its role in creating a positive work environment, in addition to poor attention to addressing complaints or receiving suggestions, as the item "University leaders provide several channels for receiving complaints and suggestions from faculty members on their work" ranked last and at a moderate degree. This may be attributable to using other ways and methods for receiving complaints and notes.

Findings Related to the Facilities and Services Dimension:

Table (16): Means and Standard Deviations of the Sample's Responses Regarding the Facilities and Services Dimension of the Quality of Work Life

Table (17) shows that the estimation of practicing the facilities and services dimension of quality of work life was at a high degree from the perspectives of sample members, with a mean of (3.71) and a standard deviation of (0.71), thereby indicating strong consensus among sample members' estimations. Standard deviations were within the range of 0.38-0.74, thereby indicating a consensus in estimations. The item "Faculty

S	Item	Means	Standard Deviation	Ranking	Degree of Practice
4	Faculty members' offices are well-furnished.	4.20	0.38	1	Very High
3	Requirements for the educational process are available at classrooms.	4.10	0.42	2	High
5	The university provides excellent healthcare services to faculty members.	3.80	0.74	3	High
2	The university's e-library is characterized by vast availability of references and journals.	3.33	0.67	4	Moderate
1	The college has the needed technical and physical structures for undertaking tasks	3.13	0.65	5	Moderate
Overall mean for the dimension		3.71	0.71		High

empowerment, participation, and effectiveness and efficiency contribute to the improvement of the organizational climate and work environment and enhancement of the level of organizational support from the leadership. Through the implementation of the dimensions of governance, the university can achieve higher levels of organizational support for employees and improved work climate, factors, and conditions for improving the quality of work life through their effect on the improvement of educational services and promotion of the university's autonomy.

These findings indirectly corroborate those obtained by the study of Mahmoud (2015), which shows the existence of a relationship between the quality of work life and administrative creativity, and the study of Kulwinder & Vandana (2016), which unveiled the impact of organizational role stress on the quality of work life among faculty members. The findings are also in line with those obtained by Al-Qalyoubi (2018), which shows the effect of quality of work life, specifically with regards to salaries and wages. They also indirectly concur with the findings of the study of Arraqab (2022), which shows that spiritual intelligence has a mediating role in the effect of leadership competencies on the quality of work life.

• **Findings Related to the Main Research Question: What Is the Proposed Vision for Implementing Academic Governance as an Approach for Achieving the Dimensions of Quality of Work Life at the Northern Border University?**

Benefitting from the findings obtained from the field study on the relationship between implementing academic governance and implementing the quality of work life at the Northern Border University, in addition to benefitting from the theoretical and ideological frameworks, the proposed vision of the present study is illustrated in the following:

***Objectives and philosophy of the proposed vision:**

* Diagnosing the reality of applying developing Academic Governance.

* Identifying mechanisms and proposals to improve the quality of working life.

*Employing academic governance in universities to achieve quality of life.

***Visualization Requirements:**

* Education policy document in the Kingdom of Saudi Arabia

*Vision of the Kingdom of Saudi Arabia 2030 .

* Career Development Program 2025.

* National Authority for Combating Corruption .

*The new university system.

* Results of the field study .

***Application Stages:**

*Planning and measuring the gap.

***The Second Stage:**

*Config

Behavioral - Institutional – Technical.

***Third Stage:**

Implementation of Proposals and Mechanisms.

***The Fourth Stage:**

Suggested Concept Evaluation .

Requirements for Success Visualization

Application Difficulties and Solutions

***feedback**

○ **Goals and Philosophy of the Proposed Vision:**

The notion of governance was first introduced at universities in the early 1990s. The rules of governance emerged as a way to address a wide range of ethical and administrative issues that have resulted in administrative problems at universities and poor performance in all aspects, most importantly the conflict of interests, which encompasses a wide range of side problems among several parties within and outside the university. This particular issue stems from the conflict of interests as an ethical problem before being an administrative problem. Regulations and systems incorporate ethical standards such as integrity, transparency, and fairness. Thus, governance is not complete with the incorporation of a number of essential ethical principles for re-organizing universities and correction of procedures adopted by universities through a broader ethical lens. Governance must also adhere to codes of conduct, ethical standards, and ethical approaches to governance, which all have reflections on the achievement of quality of work life and the work environment at universities. This proposed vision aims to improve administrative and leadership practices at the Northern Border University in the areas of transparency, accountability, participation, empowerment, and effectiveness and efficiency. This should have positive reflections on the effectiveness and efficiency of all aspects of the academic life in terms of improving the work environment, organizational support from the leadership, salaries and wages, and facilities and services. As promoting governance is an approach for improving the quality of work life, the proposed vision aims to accomplish the following:

1. Improving the status quo of implementing academic governance and achieving optimal use of resources with the highest quality and lowest cost through the implementation of transparency, accountability, participation, empowerment, and effectiveness and efficiency.

2. Improving the quality of work life through mechanisms and suggestions in the areas of work environment, salaries and wages, organizational support from the leadership, and improving facilities and services.

3. Employing academic governance at the Northern Border University in order to improve its quality of work life.

○ **Bases of the Proposed Vision:**

The Education Policy Document of the Kingdom of Saudi Arabia: the Education Policy of Saudi Arabia emphasizes openness to contemporary experiences in order to address the needs and requirements of development by the preparation of competent human and leadership cadres and responding to the requirements of development and modernization in a manner that is in line with the internal and external development movement as well as the policy of educational renewal and improvement of teaching and learning.

1. Saudi Vision 2030: this vision adopts the commitment to achieving the highest levels of transparency and governance, improving the standards of governance at all service sectors, thereby indicating that the governance of universities has become a standards for measuring the quality of universities' administrative and academic performance.

2. Quality of Life Program: this program was launched in 2018 with the purpose of improving the quality of life for residents and visitors of Saudi Arabia through the establishment and development of the environment needed for generating more vibrant options that promote more positive lifestyles and stimulate both citizens and

residents' interaction with society. The program has also invested in human cadres in various quality of life sectors.

3. Human Capacity Development Program 2025: this program focuses on the preparation and development of human capacities and aims to prepare globally competitive citizens. It is based on a number of pillars: the development of a strong and flexible educational base for all, preparation of the future labor market locally and globally, and providing opportunities for life-long learning.
4. Anti-Corruption Commission: it was established on 13/4/1432H with the aim of protecting public money as well as fighting and combating corruption.
5. The New University System: the Council of Universities' Affairs, in response to the Royal Decree No. (M/27) on 2/3/1441H, issued several regulatory legislations related to governance and autonomy through councils. The focus was on the formation of the Council of Universities' Affairs as an independent authority concerned with universities' affairs as well as development of policies and governing regulations for universities, with accordance to the system's provisions, and the formation of a Board of Trustees, University Council, Scientific Council, College Council, and Scientific Department.

○ **Findings of the Field Study:**

Findings of the field study were used, along with answering the research questions, were used for measuring the gap between and the current and future performance:

○ **Phases of the Proposed Vision:**

In the light of previous experiences encountered during the development of the proposed vision, and with the use of previous relevant literature and findings of the field study, the proposed vision was developed over the following phases:

○ **First Phase: Planning and Gap Measurement:**

This phase involves the preliminary procedures for developing the proposed vision through measuring the current and desired situations. The study's findings unveiled mostly moderate degrees in the implementation of academic governance (participation, empowerment, and effectiveness and efficiency). Findings also show a moderate degree on a number of indicators of quality of work life, thereby indicating the existence of a gap. Using the proposed vision, it was possible to identify strengths in some dimensions of quality of work life in order to use them for supporting governance.

○ **Second Phase: Preparation of the Proposed Vision:**

After the phase of diagnosis and gap identification and prior to reviewing the mechanisms, it is important to clarify the prerequisites such as the preparation of professional bodies by implementing the proposed mechanisms and what the situation requires, including the administrative and organizational procedures for supporting the implementation of the mechanisms. Aspects of preparation were as follows:

1. Behavioral Preparation:

This involves education on the importance of implementing the principles of academic governance and its benefits on improving academic functions, especially that the present study's findings have proved the existence of an underlying relationship. It is important that senior leaders are convicted with the importance of supporting the efforts of transparency and accountability as strengths, as highlighted in

the field study. Transparency and accountability provide a system for informing about regulations and rules governing work at the university and job descriptions and provide the standards required for assuming administrative positions and supporting the work of financial regulatory bodies, supporting units responsible for spending efficiency, and holding scientific conferences in order to raise awareness on the importance of quality of work life and governance of universities in order to adopt mechanisms for developing governance at Saudi universities with accordance to the requirements of achieving the Saudi Vision 2030.

2. Institutional Preparation:

This involves the analysis of the actual current state at the university in terms of capabilities, human resources, and preparation for the implementation of mechanisms, formation of a consultative committee that operates in the light of legislations outlined in the new university system for supporting the implementation of governance at universities, spreading the dialogue culture and governance culture, and the establishment of a governance center at the university.

3. Technical Preparation:

This phase relies on the understanding and knowledge of prerequisites prior to conducting the implementation procedures and improvement of the state of governance at universities and employing it for improving the quality of work life with accordance to the proposed mechanisms.

○ **Third Phase: Implementation and Proposals for Implementation Mechanisms:**

Mechanisms and proposals were defined as follows:

1. Mechanisms and Proposals for Implementing Transparency as an Approach of Realizing the Dimensions of Quality of Work Life at the Northern Border University:

Encouragement of faculty members and adoption of a clear policy for retaining excellent academic talents and recruiting qualified human cadres with accordance to disclosed transparent criteria, disclosure of practiced work methods that help in promoting the efficiency of human resources, disclosure and publishing of job descriptions for all jobs at the university, disclosure of criteria for selection for leadership positions in the light of experiences of global universities, transparency of diagnosis of the university's internal financial and human capabilities that support quality of work life, consideration of transparency in revealing the analysis of results of the university's internal environmental analysis (strengths and weaknesses), and identification of areas of improvement, disclosure and transparency in the analysis of external factors influencing the university (external environmental analysis) for the identification of future opportunities and threats.

2. Mechanisms and Proposals for Implementing Accountability as an Approach for Realizing the Dimensions of Quality of Work Life at the Northern Border University:

Establishment of an integrated system for implementing strategic monitoring and assessment of any program for improving job and academic services, measuring and following up on the extent of realization of strategic goals with accordance to the adopted time criteria, maintaining professors' freedom in tracking facts and knowledge with no restrictions, support of transparency in practiced procedures in the university with

regards to people who should be granted the freedom of accessing necessary information, establishment of a supervisory system for identifying shortcomings in the university's institutional performance, working on realizing sustainable professional growth for faculty members, assessing and monitoring performance, activating accountability, referring strategic plans for human resource development as well as related programs and projects to regulatory bodies in order to ensure their effectiveness and efficiency in realizing professional growth for administrative and academic cadres at the university, assessing incentives provided to faculty members with accordance to the accountability principles, ensuring the soundness of financial procedures, and objective implementation of accountability procedures on the university's human resources.

3. Mechanisms and Proposals for Implementing Participation as an Approach for Realizing the Dimensions of Quality of Work Life at the Northern Border University:

Providing opportunities for all employees, through effective organizational mechanisms, to participate in formulating the university's vision, mission, goals, and values, participation of all employees and motivating them to propose initiatives and contributions in the diagnoses of internal financial and human capabilities, maintaining academic freedom for faculty members in taking and implementing strategic decisions on all levels (both executive and strategic), working on providing opportunities to the university's faculty members to participate in planning their own professional development as well as taking part in developing the rules of development and improvement in the areas of professional development (teaching, research, and community service).

4. Mechanisms and Proposals for Implementing Empowerment as an Approach for Realizing the Dimensions of Quality of Work Life at the Northern Border University:

Supporting faculty members' academic freedom and developing them professionally with accordance to the university's strategic orientations and in a manner that provides them with opportunities for the development of their professional paths, promoting the administrative autonomy of colleges and deanships in the university through the amendment of current legislations and regulations toward the implementation of the new university system, adoption of a culture for restructuring academic programs and disciplines, establishment of a unit or center for supporting strategic decision making, increasing delegation and broadening its scope as well as providing the necessary resources and work environment for its implementation, ensuring academic freedom for faculty members in order to improve the work environment and promote work empowerment, and granting departments increased authorities for work empowerment thus supporting institutional development of departments.

5. Mechanisms and Proposals for Implementing Effectiveness and Efficiency as an Approach for Realizing the Dimensions of Quality of Work Life at the Northern Border University:

Developing the current organizational structure by flattening such that the flow of fine and objective information is facilitated, improving human resource planning and investment through adopting modern ways for identifying future needs, promoting efficient spending on programs of professional development of human resources, providing long-term plans for developing levels of performance through the adoption of

strategies for organizational development, formation of electronic research groups for fostering knowledge exchange processes, provision of a smart electronic environment that operates with accordance to the "smart university" concept, investing the university's website in activating electronic services that the university can provide remotely, such as e-courses or announcing part-time educational programs.

○ Fourth Phase: Evaluating the Proposed Vision:

In this phase, a multi-phase evaluation is undertaken, which involves the processes outlines below:

1. Pre-Evaluation:

This process involves planning and gap identification.

2. Formative Evaluation:

This process is carried out during the phase of implementing proposals and mechanisms. It involves evaluating the goals that have been achieved in every phase of the proposed vision, evaluating the possibility of accomplishment of the vision and the suitability of proposed implementation mechanisms for the vision, feedback of evaluation, and continuous follow up.

3. Final Evaluation of the Proposed Vision:

This process involves matching between the goals identified for the proposed vision and what has been achieved in the previous phases of the program and the proposed mechanisms, in addition to evaluating the viability of implementation and estimating the applicability for multi-phase implementation.

○ Requirements for the Success of the Proposed Vision:

The success of the proposed vision requires the requirements outlines below:

○ Organizational Requirements:

Developing the current legislations and instructions such that they meet the requirements of realizing the quality of work life, such as attention to transparency as a basis for interaction at the university, developing systems that increase the effectiveness of the accountability system at the university, broadening the participation base for employees in university committees, implementing comprehensive monitoring procedures for all practices within certified systems, balancing the authorities and responsibilities of university councils, the university's management conviction with the importance of governance and reforming organizational structures for preventing the duplication of authorities, and developing standard indicators for measuring the university's success in comparing its current performance to the required performance.

○ Human Requirements:

Provision of facilitations for academic leaders and employees that support them in creativity and innovation and providing opportunities for beneficiaries from university's services to participate in developing the services, planning the university's human resources with accordance to a clear strategy, identification of employees' training needs, developing administrative systems that help in developing employees' professional paths, employees' participation in the making of decisions related to developing work at the university, and adopting elections as a basis for assuming leadership positions.

○ Financial Requirements:

Provision of financial allowances in the university's budget for undertaking developmental projects, adopting a special operational financial budget for improving the incentive system for the university's employees, balancing quantitative expansion and available financial resources, and rationalization of spending on the operational budget, return, and benefits.

○ **Difficulties Hindering the Implementation of the Proposed Vision, and Ways for Overcoming Them:**

It is expected for the implementation of the proposed vision to encounter a number of challenges:

○ **Administrative and Organizational Difficulties:**

1. The Difficulties:

Traditional leadership styles that limit faculty members' participation in decision making at the university, low participation by faculty members in the formulation of the university's strategic plans, administrative burdens that limit the opportunities for learning and training, difficulty of acquiring information quickly and easily, poor transparency of administrative and academic practices at the university's units and colleges, low autonomy of universities (both in administrative and financial aspects), vagueness of accountability systems in the university's development systems.

2. Ways for Overcoming the Difficulties:

Realizing educational transparency and accountability at the university within a comprehensive and effective system, development of the organizational structure by turning it from a vertical into horizontal one with regards to decision making, providing an organizational climate that supports creativity and innovation, and developing a scientific methodology for planning and development.

○ **Financial and Technical Difficulties:**

1. The Difficulties:

Limited capabilities that support development of technologies and equipment, poor methodology for the identification of needs for physical, financial, and technical resources, limited financial resources for providing technical and technological requirements, and high costs of technical and technological designs that meet administrative needs.

2. Ways for Overcoming the Difficulties:

Diversification of financial resources, lowering the costs of technical and technological designs that meet the actual administrative needs of the work environment at the university, development of protection systems for protecting the university's technological systems in order to improve information security processes and protect intellectual property through the use of sophisticated technological systems, providing financial resources through self-financing (research contracts, endowments, academic chairs, partnerships and alliances with the industry and productive sectors, fees, service marketing, and investment in the university's facilities).

○ **Human Difficulties:**

1. The Difficulties:

Low equality of opportunities among employees (faculty members and leaders) in attending local and international seminars and conferences, poor cooperation among academic leaders on learning and benefitting from experiences, and low interest among faculty members in available learning and training opportunities.

2. Ways for Overcoming the Difficulties:

Extending the base for employees' participation in making decisions related to the development of their work at the university, establishing a culture of creativity among the university's employees, administrative empowerment of academic leaders, and work empowerment of faculty members.

Recommendations:

In the light of obtained findings, the researcher provides a number of recommendations:

1. Implementing the proposed vision and benefitting from proposed mechanisms.
2. Development of partnerships with community and economic institutions on the basis of mutual benefits, with the provision of benefits to beneficiaries such as advantages and incentives provided to university employees in service, health, and/or entertainment aspects, in cooperation with local organizations.
3. Development of forms and methods of social interaction among social networking platforms and adopting the "open door policy" between faculty members and university leaders.
4. Improving the level of implementing organizational justice in the university work environment.
5. Encouraging faculty members to participate in decision making.
6. Providing multiple channels for receiving complaints and suggestions from faculty members.
7. Improving the quality of electronic service for academic research provided to faculty members.

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