الحوكمة المؤسسية والإصلاح الإداري بالجامعات الحكومية

Institutional Governance and Achieving Administrative Reform in State Universities

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ملخص الدراسة:

استهدفت الدراسة تحديد مستوى الحوكمة المؤسسية بالجامعات الحكومية، وتحديد مستوى تحقيق الإصلاح الإداري بالجامعات الحكومية، وتحديد العلاقة بين الحوكمة المؤسسية وتحقيق الإصلاح الإداري بالجامعات الحكومية، وتحديد الصعوبات التي تواجه إسهامات الحوكمة المؤسسية في تحقيق الإصلاح الإداري بالجامعات الحكومية، وتحديد مقترحات لتفعيل إسهامات الحوكمة المؤسسية في تحقيق الإصلاح الإداري بالجامعات الحكومية، وصولا إلى آليات تخطيطية مقترحة لتحقيق الإصلاح الإداري بالجامعات الحكومية باستخدام الحوكمة المؤسسية. وتعد هذه الدراسة من الدراسات الوصفية. واعتمدت الدراسة على استخدام منهج المسح الاجتماعي الشامل للعاملين بكلية الخدمة الاجتماعية جامعة حلوان كنموذج للجامعات الحكومية وعددهم (٢٤٦) مفردة، وتمثلت أداة الدراسة في استبيان للعاملين حول الحوكمة المؤسسية والإصلاح الإداري بالجامعات الحكومية، وتوصلت نتائج الدراسة أن مستوى الحوكمة المؤسسية بالجامعات الحكومية ككل مرتفع وتتمثل في التالي حسب ترتيبها (الرؤية الاستراتيجية، الشفافية، اللامركزية، العدالة، المساءلة)، وأن مستوى تحقيق الإصلاح الإداري بالجامعات الحكومية ككل مرتفع وتتمثل في التالي حسب ترتيبها (نظم المعلومات، التدريب، الرقابة، التطوير التنظيمي، تقييم الأداء)، وأثبتت الدراسة صحة الفرض والذي مؤداه توجد علاقة طردية تأثيرية دالة إحصائياً بين الحوكمة المؤسسية وتحقيق الإصلاح الإداري بالجامعات الحكومية وأن أكثر أبعاد الحوكمة المؤسسية ارتباطاً بتحقيق الإصلاح الإداري بالجامعات الحكومية تمثلت فيما يلي: العدالة واللامركزية، يليه المساءلة، ثم الشفافية، وأخيراً الرؤية الاستراتيجية،ويوجد تباين دال إحصائياً بين تأثير أبعاد الحوكمة المؤسسية (الشفافية، والمساءلة، والعدالة، والرؤية الاستراتيجية، واللامركزية) على تحقيق الإصلاح الإداري بالجامعات الحكومية "

الكلمات المفتاحية: الحوكمة المؤسسية – الإصلاح الإداري – الشفافية – المساءلة – الرؤية الاستراتيجية – التطوير التنظيمي.

Institutional Governance and Achieving Administrative Reform in State Universities
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Summary:

The study pointed toward determining the level of institutional governance at state universities, determining the level of implementing administrative reform at state universities, determining the relationship between institutional governance and implementing administrative reform at state universities, identifying the difficulties facing the contributions of institutional governance in implementing administrative reform at state universities, identifying proposals to activate the contributions of institutional governance in implementing administrative reform at state universities, up to proposed planning mechanisms to fulfill administrative reform at state universities using institutional governance. This study is regarded as descriptive. The study depended on using a thorough social survey methodology for employees at the Faculty of social work Helwan University as a model for state universities, their numbers are (246) single, and the study tool was a questionnaire for the employees on institutional governance and administrative reform at state universities; the outcomes of the study found that the level of institutional governance at state universities as a whole is high, depicted by the following in order (strategic vision, transparency, decentralization, justice, accountability), and that the level of implementing administrative reform at state universities as a whole is high, depicted by the following in order (information systems, training, supervision, development regulatory, evaluation The study proved the validity of the hypothesis that there is a direct statistically significant relationship between institutional governance and the fulfillment of administrative reform in state universities, and that the most dimensions of institutional governance related to the fulfillment of administrative reform in state universities were the following: Justice and decentralization, followed by accountability, then transparency, and finally strategic vision, and there is a statistically significant discrepancy between the impact of the dimensions of institutional governance (transparency, accountability, justice, strategic vision, decentralization) on the fulfillment of administrative reform in state universities "

Key words: Institutional Governance- Administrative Reform-Transparency- Accountability – Strategic Vision- Organizational Development.

First: The Study Problem:

University education is gaining its prestigious status in the life of nations and peoples. with the outcrop of technological challenges, the population increase, and the rising claims of the labor market, universities in the world and in Egypt in

particular are facing great challenges to fulfill the balance required by the human development required for the advancement of the country to be in line with developed countries. one of the most prominent transformations faced by universities in Egypt is the increased demand for university education as a result of population growth and labor market specifications, and this was triggered by the expansion of providing university education to students through the opening of more state and private universities (Al-Alfi, 2016, P 35).

Therefore, university education plays a pivotal role in the formation and refinement of talents, allowing the formation of human capital, so the university institution must adopt modern management methods that make both the individual and society able to fulfill development and face increasing challenges. The role of the university has become of great significance on the map of priorities and interests of officials not only in academic and educational circles, but even in political and economic circles (Atiyah, 2021, P 65).

Hence, Egyptian university education specifications to improve its status, competences and curricula to be able to perform its tasks in a manner befitting the social responsibility entrusted to it, and to upgrade its scientific and knowledge status (Brahimi, 2012, P 45).

This calls for the need to link development with university education institutions, through the development of a university education plan, in line with the plans of economic and social development, **and targeting key objectives** (Foley, 2022, P 80)**:**

1. Expansion of education in the light of the specifications of the workforce and the specifications of development.
2. Implementing the principle of social justice and providing equal opportunities between the different strata of society and its multiple regions, and between females and males, when drawing up an admission policy to university education.
3. Raising the internal proficiency of university education by eliminating the factors of waste and loss.
4. Raising the external proficiency of university education, by developing its curricula, and linking them with development objectives.
5. Providing the community with a lot of experience and skills to drive development.
6. Doing research and studies that help to find solutions to numerous problems.
7. Establishing the indispensable values, standards and plans to encourage progress.

The Supreme Council of universities indicates in the year 2023/2024 that the number of universities in Egypt is depicted by (27) state universities, (19) private Egyptian universities, (18) government institutes, (47) accredited private

universities, (120) accredited private institutes, (27) government hospitals) (Supreme Council of universities, 2024).

In order to turn the aspirations into a reality that benefits the Egyptian society with prosperity and well-being, the Ministry of Higher Education had to formulate the national strategy for the development of university education (2015-2030), to harmonize the vision of Egypt(2030), because university education is the mainstay of human development through which the new organizational divisions approved by the prime minister are implemented(strategic planning and policies, evaluation and follow-up, internal audit, human resources, legislative support and information systems, governance, the General Administration of Information Systems and digital transformation and the central administration of human resources). As mechanisms for implementing administrative reform in universities, improving the quality of the educational system in line with international systems, providing education to all without discrimination, improving the competitiveness of educational systems and outputs, and enabling participants to identify the specifications of institutional support to fulfill sustainable development in educational institutions (information and Decision Support Center, 2022).

The mechanisms of administrative reform are (improving the level of performance of the administrative apparatus and raising its productivity, increasing the proficiency of government agencies, rationalizing government spending, concentrating on the economics of operation, enhancing the process of democratization, simplifying administrative procedures, keeping the public administration abreast of modernization in order to fulfill administrative proficiency objectives, addressing deviation, and fighting corruption (Nagy, 2012, P 85).

The al-Waer Study (2016) pointed toward identifying the mechanism of administrative reform in improving services and also recommended the significance of spreading awareness among employees in the administrative apparatus about the benefits of administrative reform in the near and long term and subjecting them to training courses to ensure raising their abilities to participate competently and their obligation to administrative reform programs.

Al Samir's Study (2017) found that the mechanisms of administrative reform are depicted in reviewing attendance and absence records, proficiency reports, promotions in conformity with seniority, issuing systems and regulations, delegating powers, training, disciplinary councils, and simplifying procedures, and recommended that leaders and officials should be urged to pay attention to the policies and entrances of administrative reform and development strategies that contribute significantly to alleviating work pressures and burdens.

It has become indispensable for these institutions and agencies to fulfill administrative reform and work seriously to reconsider their objectives and the way they perform and use advanced information technology and software that will fulfill

the quality of services and search for means that reduce cost and reduce waste in resources and time (Abdin, 2000, P115). This is what the outcomes of the study (E. Islam, 2015, P225 where she pointed out that the administrative reform works on the reuse of Engineering Technology and the use of administrative reengineering to fulfill the quality of services.

Hence, administrative reform becomes a holistic idea related to the administrative apparatus and thorough development plans, and there are multiple synonymous meanings of reform, modernization and administrative development, as they all aim to bring about change, modernization or development in public administration to cope with the variables and challenges created by globalization, the information revolution and other variables that surround the world in its numerous aspects (Junaidi, 2019, P 92). This is what the Junaidi study (2019) recommended to the need to spread the culture of administrative reform and indicate its significance in simplifying procedures and improving the level of performance, reforming performance control processes, and reforming regulations related to the work of the University.

Administrative reform comes as a fundamental element in the process of facing any challenges within the administrative apparatus, and the proficiency and competences of the administrative apparatus directly affects the provision of development efforts in any country. administrative reform aims to fulfill and develop the performance of the administrative apparatus of the state and strengthen the administration to fulfill administrative development by setting standards to improve its main elements such as administrative structures, human resources and the administrative process (Isa, 2017, P 85).

The experiences and theories of administrative reform vary worldwide in view of several reasons, the most important of which are the different reasons for reform, increasing the competences and proficiency of management, increasing productivity in quantity and quality, and reducing costs (Hanafi, 2013, P 45).

The study of Hanafi(2013) and al-Farjani (2008) pointed to the multiplicity of theories and approaches of educational administrative reform, including (Process Reengineering, strategic planning, quality, accounting self-management or accountability, administrative restructuring, justice, transparency and others), so it was indispensable to adopt reform and Administrative Development Strategies and practice them competently in government institutions with the need to pay attention to the preparation and implementation of training programs to raise and increase the proficiency of the performance of officials and workers.

In Egypt, it was the first appearance of the Egyptian experience of administrative reform in general 1954 the Ministry of State for administrative development in Egypt has developed a clear program for the development of the administrative apparatus in Egypt, and began working on it a year ago   to set

milestones for the administrative reform program in Egypt based on the following foundations and principles: (Providing competition in the provision of government services, increasing community participation, improving the level of production, accuracy and performance within the administrative work system in the state, emphasizing the development of standards and mechanisms to monitor and combat corruption in it, developing several mechanisms to reach transparency and information availability, and accountability systems for administrative practices in the government at a high degree of proficiency , emphasizing the need for citizens to participate in the processes of building development participation, analyzing and formulating future policies within the administrative apparatus of the state through the use of better systems and tools to assist in decision-making) (qutat, 2020, P 87).

This is the conclusion of a study (Eldeqen, 2015, P 88), which stressed the need to work on planning with participation in administrative reform, as administrative reform plans should be the product of the participation of citizens (recipients of Government Administrative Services), Employees (Service Providers) and experts specialized in public administration with the government, and a study (Hassan 2018) stressed the need to develop advanced methods of administrative work in the government apparatus to help fulfill the desired objectives of administrative reform.

Successful administrative reform is based on a well-defined philosophy, defined criteria, purposeful and planned, and not a development left to chance and circumstances. administrative reform is based on what can be called a three-dimensional system that includes the following: reform related to the revision of laws, legislation and regulations, reform related to management orientation and competitiveness criteria, reform oriented towards implementing customer satisfaction (Bayoumi, 2021, P 120).

Therefore, the (Daily 2021) study pointed toward determining the level of dimensions of administrative reform, which I identified in (performance evaluation, transparency, accountability, administrative control, information systems, training).

The strategies of administrative reform vary in terms of their thoroughness and their correlation with numerous economic, social, political and cultural factors, **and the strategies of administrative reform are determined in the following:**

1. **Partial reform strategy:** depicts administrative development efforts that concentrate on a few of the constituent elements of the overall administrative system and contain (structural level, human element, methods and methods of work, texts, regulations and legislation).

2. **Horizontal reform strategy:** this strategy depicts administrative reform efforts that concentrate on a few elements of the overall administrative system, but it is applied to all organizations of the government apparatus or its sectors.

3. **Feudal reform strategy:** depicts reform efforts that select a specific number of government organizations, and concentrate on development specifications to increase the competences of their performance.

4. **The thorough reform strategy:** it includes bringing together the parties of change and the dynamics of interests depicted by: (government organizations and their employees, the political leadership, legislative institutions, interest and lobbying groups, administrative reform bodies and experts) (Itani, 2016, P 25).

5. **Reform strategy through the establishment of inspection and control bodies:** One of the mechanisms of this strategy in the reform is the activation of government debt collection procedures and the audit of expenditure disbursement procedures through specialized regulatory agencies.

6. **The strategy of relying on transparency and clarity:** emphasizes the significance of employees' obligation to professional standards and ethics by providing opportunities to the public, the media, and interest groups to enhance confidence in the administrative apparatus.

7. **The strategy of freeing the public administration from some responsibilities:** it concentrates on many basic problems in the administrative apparatus, depicted by the complicated routine and slowness in procedures, lack of interest in citizens, and poor performance compared to the private sector, and in this sense they believe that more powers should be given to employees, and this strategy leads to raising the morale of employees and strengthening the powers of executive administrative organs, following the centralization in management and strengthening the powers of executive administrative organs, increasing the proficiency and competences of management (khony, 2016, P 24).

This is asserted by the study (Abdul Aziz 2014) that there are many strategies for administrative reform, depicted by the above.

There are many specifications for implementing competent administrative reform, as follows (Mounir, 2012, P 85)**:**

1. Providing a work climate characterized by stability and democratic management, so that there are no barriers between employees and their superiors and the application of the principle of competent participation in administrative decision-making.

2. Amending laws and regulations in line with the development and progress of society, and in line with new global and regional transformations.

3. The precise definition of the competencies and the relationships that link the units of the administrative apparatus of the state without ambiguity

4. Redistribution of excess labor in government agencies.

5. Adjusting the methods of performing work and simplifying procedures in the units of the administrative apparatus, so as to provide services to citizens in the shortest possible time and in the best possible way.

6. Developing an accurate and competent system of control and continuous periodic evaluation of performance levels of numerous units of the administrative apparatus of the state.

The rules for implementing administrative reform in government institutions are as follows: (reorganization, simplification of procedures, use of performance evaluation reports, training, implementation of decisions of disciplinary councils, amendment of legislation regulations, disbursement of material incentives, promotion, delegation of authority, introduction of the principle of reward and punishment. (Aalbu& others, 2018, p45).

The difficulties to administrative reform are: the instability of the political, socio-economic situation, the lack of clarity of the objectives required in the process of administrative reform, the presence of a layer of employees at numerous administrative levels whose interests were associated with corruption and administrative deviation, the weakness of educational and pedagogical programs (Bruk, 2012, P 75).

In conformity with the vision of the Ministry of planning, follow-up and administrative reform (currently the Ministry of planning and economic development), the administrative reform plan in Egypt is based on the following axes (institutional development, capacity building and development, legislative reform, improvement of government services, data and Information System, Strengthening the relationship between citizens and the state. the plan targets an efficient and competent administrative apparatus characterized by institutional governance, transparency and justice, and provides quality services and higher citizen satisfaction and is accountable and contributes strongly to implementing the development objectives of the state and raising the status of the Egyptian nation (Ministry of planning, follow-up and administrative reform, 2014).

The concept of governance has emerged as part of a global culture that promotes the strengthening of the participation of numerous societal parties with the government in the making and implementation of public policies, to express interaction or participation between the state, civil society and the private sector to fulfill sustainable development. good governance, with its standards and principles, works to fulfill sustainable development and exploit the human, material and organizational energies and potentials in society, calls for more justice, equality, decentralization and transparency, fights corruption in all its forms and colors and Fulfills More democracy (Hammad, 2010, P 125).

In view of the fact that governance deals with all components of the organization, especially the human element, which is evaluated through the outputs

of its job performance and the tasks and responsibilities assigned to it, and is carried out within a certain framework of controls and foundations. The role of governance comes in relation to the governance of the performance of the human element to motivate it towards competent performance and in accordance with the principles and controls related to transparency, responsibility, accounting, decentralization and delegation of powers that positively affect employees within the administrative apparatus (Saxena, 2015, p .313).

Therefore, Egyptian universities should plan well when implementing and developing the institutional governance system in order to bring about a democratic transformation in the management of university education, based on the fact that universities should be the pinnacle of democratic institutions (Giordano, 2010, P 89).

Therefore, Institutional Governance is considered a strategic entry point for administrative reform in the educational field, as it is a set of processes, policies and laws by which the institution can be managed and its leadership can assume responsibility and accountability by society, and ensures the competent involvement of community members, students, teachers and parents in the development and improvement of the educational process, in decision-making and its application and providing the indispensable information for decision-making. Educational institutional governance works to fulfill the overall competences of the educational system and provide quality educational opportunities for students, as well as supporting innovation and making quick and clear decisions (Baghdadi, 2015, P 45).

A study (Helmy, Mounir 2022) reached the development of an executive plan that includes the proposed strategic objectives and objectives to activate Institutional Governance standards through the outcomes of analyzing its internal and external environment and the features of its strategic position.

Institutional reform and the governance of state institutions are fundamental pillars for implementing thorough sustainable development in any society, but these institutions must be efficient and competent, and it also requires a governing macro framework, governance structures and good management of these institutions (Abu Al-Nasr, 2015, P 125). The outcomes of the study (Ezzat 2023) and (Al-Wakil 2021) asserted that administrative reform and governance of state institutions depict key pillars for building the Egyptian state and implementing thorough sustainable development, as governance contributes positively to improving the institutional performance of administrative bodies, through strengthening administrative accountability, and the study recommended the adoption of governance principles and activating them in public organizations and through leadership roles towards the adoption of the foundations and standards of discipline, transparency, independence, accountability, justice, and social awareness, and activating each standard in conformity with several applied dimensions that contribute to in strengthening governance practices in public organizations, as well as analyzing the internal

environment in organizations The general government is trying to study the level of its obligation to applying the principles of governance.

The dimensions of Institutional Governance are as follows:

1. **Participation:** this principle means the participation of employees working in these Government institutions, which in turn leads to more interaction between management and employees through participation in decision-making and accountability of decision makers themselves.

2. **The rule of law:** it means respect for the law through the compliance of all parties, whether individuals, government institutions, or civil society with the legal system, whether depicted by laws, legislation, or regulations ... Etc.

3. **Combating corruption:** corruption means the abuse of public power for private gain, and the forms of corruption are multiple to include bribery, extortion, nepotism, exploitation of influence and other acts, and the literature indicates an inverse relationship between corruption and democracy, and reducing corruption requires a favorable political and legal environment, and appropriate institutional competences. (Al-Hamali, 2013, P336).

4. **Responsiveness:** it means the response of different departments to the wishes and specifications of employees, and to political, economic and institutional changes.

5. **Proficiency and Competences:** proficiency is based on the provision of services and the implementation of policies in the least time and cost and in conformity with proficiency standards. While competences mean the quality of services, policies and employee satisfaction with them (Abdul Ati, 2021, P 78).

The outcomes of the study (Foli 2022) and (Ahmed 2023) concluded that the application of the dimensions of governance and the dissemination of its culture leads to the advancement of production, administrative reform and stability of the financial system, and this enhances the application of governance principles and mechanisms to keep pace with technological developments and digital transformations and their application in the public administration of the modern state, which contributes to improving the quality of public services, and governance and internal control contribute to reducing and reducing administrative and financial corruption. A study (Byome 2021) also recommended the need to apply the dimensions of administrative reform in educational institutions, depicted by the specifications of applying mechanisms for implementing social and educational welfare policies, which is to develop the indispensable future plans to face the obstacles of implementing social welfare policies with the need to spread transparency and accountability. the study recommended the need to develop plans and programs for technical and administrative follow-up and the introduction of modern technology in promoting administrative reform. (Marzouk, 2010, P 68):

There are other dimensions that the study concentrates on and we will explain them in the procedural concepts of the study, which are (transparency, justice, decentralization, strategic vision, accountability).

The justifications for choosing these indicators: because they are the most appropriate indicators for the study to achieve administrative reform in government universities, as they are based on openness and transparency, on moral values and ideals, and achieving justice in distributing services and developing the performance of employees within the administrative apparatus.

The objectives of Institutional Governance are as follows:

Governance aims at implementing the ideal level of ethics when doing business and implementing the principles of integrity, transparency and the right of accountability and granting this right to society, in order to hold public administration bodies accountable, and provide good opportunities for development in order to ensure that individuals in society obtain their rights and improve the quality of life within the framework of a society that pursues democracy and adopts the issue of respect for human rights, governance rules also aim to fulfill transparency and justice and grant the right to hold government institutions accountable, thus seeking to protect individuals, taking into account the interests of all, and reducing the abuse of power in the non-public interest, leading to the development of investment and encouraging its flow, and the development of savings These rules also emphasize the significance of compliance with the provisions of the law, work to ensure the audit of financial performance, and the existence of management structures that enable management to be held accountable to individuals (Hashim, 2016, P 141). This is what the Dudwin 2015 study recommended the significance of applying governance mechanisms to address the phenomenon of financial and administrative corruption, and to strengthen control in the company.

The institutional governance of university education institutions goes through several stages, which can be summarized in the following (Lokuwaduge, 2015, P 98):

1. **The Stage of introducing Institutional Governance:** the nature of governance is clarified, and it is a stage where a distinction is made between governance as a culture, as a behavior and obligation, and governance as the basis for the University's transactions.

2. **The Stage of basic construction of governance:** this structure is indispensable to establish governance and fulfill understanding and competent coexistence between the different parties to it.

3. **The Stage of the work of a standard program for Institutional Governance and its timing:** where governance specifications a specific schedule of actions and tasks and at the same time identifying the type of obstacles that prevent

the full application of governance and then addressing each of them, leading to good governance implementation.

4. **The Stage of implementation and application of institutional governance:** it is the stage at which the parties ' readiness to apply governance begins to be measured, as implementation requires analysis of the greatest degree of independence of authority in the University, accounting and transparency, as well as the activation of the reward and punishment system.

5. **The Stage of application monitoring, follow-up and governance development:** where an attempt is made to ensure and confirm the proper implementation of all previous stages.

This is asserted by the (Ibrahim 2020) study that the stages of governance in universities must go through the following stages (definition, basic structure of governance, standard program work, implementation and application of Institutional Governance, application monitoring and follow-up and governance development

Based on the above-presented knowledge interests and previous studies related to the subject of the study and the conceptual framework governing the study, the researcher believes that university institutions are a pillar of Community Development, which seeks to fulfill its objectives through its numerous roles that serve as means to meet the specifications of thorough community development, including its role in the preparation of trained human forces, its role in knowledge production and economic and social development, and implementing this through its basic functions (teaching-scientific research – Therefore, the Ministry of Higher Education has formulated the national strategy for the development of university education(2015-2030), therefore, institutional governance is a mechanism to fulfill administrative reform in universities, and the outcomes of the QS Global Sustainability ranking for 2024, which witnessed the inclusion of (18) Egyptian universities this year, an increase of (3)universities from last year, and the ranking includes the ranking of the best (1400) universities worldwide. This requires a good administrative reform, as it is one of the most important elements pointed toward driving the development movement to improve performance levels to fulfill progress and development in all fields of life and depends primarily on the proficiency of the administrative apparatus in understanding the current and future objectives for the development of work in government institutions. Therefore, it was indispensable to rely on institutional governance mechanisms to fulfill administrative reform in universities in view of their significance in enhancing the performance of any institution and maintaining it in light of the current information age, in which knowledge is the element of strength for any institution. Institutional governance is mainly related to the behavior of individuals within university institutions and is fulfilled through transparency in processes and decision-making by providing a clear and real picture of what is happening inside the University, the possibility of

evaluating and evaluating the work of the University Council and the executive management, independence and avoiding indispensable influences as a result of pressure, social responsibility, justice and respect for the rights of all interest groups with the University, proper concentrate On the strategic issues facing the University, the ability to separate the specifications of individuals, their objectives and the objectives of the University.

Through the previous presentation and the outcomes of previous studies, the problem of the study is determined in answering the question of the head of state: "what is the relationship between institutional governance and the fulfillment of administrative reform in state universities?".

This is done by determining the level of institutional governance in state universities, as well as determining the level of implementing administrative reform in state universities, in addition to identifying the difficulties facing the contributions of institutional governance in implementing administrative reform in state universities, up to the proposed planning mechanisms to fulfill administrative reform in state universities using institutional governance.

Second: Significance of The Study:
1. Global and local attention to the issue of Institutional Governance.
2. The interest of the current study, along with the current orientation of the state towards the implementation of institutional governance in university education institutions, in view of the fact that they are developmental institutions in society, and therefore any development in them is reflected in turn on society as a whole.
3. The Central Agency for Organization and Administration is interested in achieving reform of the administrative apparatus to raise the efficiency of leaders. Therefore, the agency pays great attention to training courses directed at leaders. The state's efforts to achieve administrative reform are represented by training more than 76 thousand trainees from employees nominated to move to the administrative capital, creating an organizational division for internal audit and governance in 341 administrative bodies, and evaluating (180) thousand and (710) employees from July 2019 until 2022.
4. Increasing knowledge of the QS sustainability rating for the year 2024, with one of its main criteria being institutional governance, which confirms the participation of Egyptian universities in a major role in global efforts to bring about changes.
5. The Egyptian state adopts a new strategy and vision for administrative reform to find a modern and competent administration capable of implementing national objectives. implementing this vision requires the adoption of new methods and approaches, including institutional governance depicted by the strategic vision of Egypt 2030.

6. The interest of university leaders and decision makers in the institutions of Egyptian university education, on how to activate the contributions of institutional governance in implementing administrative reform using one of the modern administrative patterns.

Third: aims of the study:

1. Determining the level of institutional governance at state universities.
2. Determining the level of fulfillment of administrative reform in state universities.
3. Identifying the relationship between institutional governance and the fulfillment of administrative reform in state universities.
4. Identifying the difficulties facing the contributions of institutional governance in implementing administrative reform in state universities.
5. Identifying proposals to activate the contributions of institutional governance in implementing administrative reform in state universities.
6. To come up with proposed planning mechanisms to fulfill administrative reform in state universities using institutional governance

Fourth: The study Hypotheses:

1. **The first hypothesis of the study:** There is a direct statistically significant relationship between institutional governance and the fulfillment of administrative reform in state universities.
2. **The second hypothesis of the study:** There is a statistically significant discrepancy between the impact of the dimensions of institutional governance (transparency, accountability, justice, strategic vision, decentralization) on the fulfillment of administrative reform in state universities.
3. **The third hypothesis of the study:** There is a statistically significant discrepancy between the responses of employees in conformity with their job in determining the level of Institutional Governance at state universities.
4. **The fourth hypothesis of the study:** There is a statistically significant discrepancy between the responses of employees in conformity with their position in determining the level of implementing administrative reform in state universities.

Fifth: Concepts of the study:

(1)   Concept of Institutional Governance:

Governance is defined linguistically as: it comes from the verb Hakam "and the command ruled a sentence, and he ruled – it is said that he was judged, judged, judged among them" (Arabic language complex, 2004, P 25)

Governance is defined in the dictionary: it comes from the verb and means " he controls, governs, dominates, has decisive influence (Mounir al-Baalbaki, 1995, P 35).

It is a system by which university colleges are guided and the structure and framework of the distribution of duties and responsibilities among their staff of faculty members, administrators and students are determined and by which rules and provisions are established to make decisions related to the affairs of these colleges , objectives and strategies are developed to fulfill them (Solomon, 2004, P 65).

The OECD defined Institutional Governance as ensuring appropriate incentives for the senior management board to follow the objectives that are in the interest of the institution and its shareholders, and competent follow-up is fulfilled, and then the institution is encouraged to use it more efficiently. (OECD ,2008)

Institutional governance in the educational system is defined as "the way in which the activities of the educational system are directed, its resources are managed, the implementation of its general directions is followed, and its regulations are developed, in accordance with disciplined standards and rules that determine the relationship between all parties within the framework of a rational administrative system" (Asselt, 2011, P 435).

The organization for Economic Cooperation and Development defines Institutional Governance as" a set of relationships between the organization's management, the board of directors, its shareholders and related parties, and it includes the structure through which the organization's objectives are set, the tools by which these objectives are implemented, and also determines the method of performance monitoring" (Saadi, 2014, P 45)

In conformity with international organizations, they are defined as" institutions, rules, mechanisms, and policies through which the state manages its economic, political, and Social Affairs. The concept of governance includes a number of dimensions and principles, such as Justice, participation, transparency, the rule of law, and accountability, which will ensure the fulfillment of thorough sustainable development if applied competently and efficiently" (World Development Report, 2020).

Institutional Governance in state universities is defined in the light of the study as " the way through which the University's activities are directed, the management of its scientific departments and faculties and follow-up the implementation of its strategic plan and its general directions, which is the rational

practice of university management authorities, and the decision-making process through relying on laws, standards and disciplined rules that determine the relationship between the management of the institution on the one hand and stakeholders or parties associated with the institution on the other " (Hassan, Maher 2015, P 85) **through the following dimensions:**

1. **Accountability:** it includes legal, political and administrative accountability, which is applied competently and with a clear mechanism and is announced to all employees in the institution and is done impartially. it is indispensable to announce the penalties applied to employees who fail to work.

2. **Transparency:** it consists in the knowledge of employees about management decisions, and it works to strengthen mutual trust between employees, the need to disclose the standards used to occupy leadership positions, provide a database of all employees in the institution, declare the institution's vision, mission and services through its website, apply a system of clear rewards and incentives for everyone in the institution, transparently present the laws and controls to employees and ensure easy access to information.

3. **Justice:** it means the degree to which the administration provides services on an equal footing, in conformity with the specifications and using the principle of equal opportunities between different employees, and the existence of fair criteria for the selection of administrative leaders in the institution. the administration is interested in applying the principle of reward and punishment to all employees of the institution and training employees using modern administrative methods that eliminate bureaucracy and the need to use a documented, clear and competent policy to prevent abuses in the institution.

4. **Strategic Vision:** strategic vision is a fundamental aspect of leadership and management, as it enables leaders to anticipate and respond to changes in the external environment. It is the ability to have a strategic vision that the organization has announced to all employees, fulfill long-term objectives and develop a plan to fulfill them. The strategic vision provides quality standards in the programs and activities offered, engages academic and administrative leaders in making decisions to fulfill objectives, and helps organizations maintain their competitiveness, allocate resources competently, and build a strong foundation for future growth.

5. **Decentralization:** it is the process in which the authority and responsibility for the provision of numerous services are transferred from the central government to the lower local levels. This helps not to concentrate power in making quick decisions, choosing numerous alternatives for solving many problems at work for optimal use of available resources and possibilities, and the participation of employees in leadership elections to eliminate red tape, which facilitates in the provision of services.

(2)   Concept of Administrative Reform:

Reform is linguistically defined as a source of the verb quadruple mend, which is meant to remove the corruption of something, so it is said that mend the thing, that is, remove its corruption, and then reform is the establishment of the thing after its corruption. reform differs from improvement in that improvement requires the existence of a reasonable condition and then it becomes better than it was, so the situation improved, meaning it became better than it was (brief lexicon, 2000, P 151).

Reform is defined as "that assessment, improvement and development of the current situation, which means considering the administrative apparatus as a single integrated unit in which the technical administrative process specifications to be developed in conformity with mutual influences with the macro-environment and its political, economic and social interactions"(Bozeman, 1992, P 62)

Administrative reform is defined as: a political, administrative, economic and cultural effort pointed toward making positive fundamental changes in behavior, systems, relationships, methods and tools in order to develop the competences and potentials of the administrative apparatus, in order to ensure a high degree of proficiency and competences in implementing its objectives. (Al-Bahiri, 2011, P 32)

It is also defined as "it is a limited restorative partial effort to address a limited defect or deficiency within the framework of the organization" (Mansour, 2011, P 37)

The reform of university education is defined as "the joint efforts of universities and civil society organizations concerned with increasing the possibilities of university education and raising its internal and external proficiency to fulfill socio-economic development within Egyptian society" (Hanafi, 2013, P 119)

It is also defined as" the process of adapting management to novelties in the basic management pillars, people and working methods, a basic process based on prepared people " (Shibli, 2013, P 60).

The concept of administrative reform refers in the light of the study: as efforts directed to address the problems suffered by administrative institutions through making many adjustments in structures and systems, simplifying procedures, addressing deficiencies and filling the shortage of government administrative devices in a thorough and integrated targeted manner, **through the following dimensions:**

1.   **Administrative control:** it is a process through which everything is ensured in the organization in accordance with a set of plans and instructions set and issued, in addition to the approved principles, and be present in a way that enables leaders to detect weaknesses in the institution and work to modify or correct them, and also the keenness of the institution to strengthen the role of

regulatory agencies. Activating the procedures for selecting senior leaders and confronting nepotism in the selection of leaders, applying deterrent legal procedures to defaulters in their duties, paying attention to the supervisory role and supervisory follow-up of senior management to prepare reports of internal and external supervisory bodies, and forming standing committees for supervision and follow-up on professional performance.

2. **Training:** it is a set of efforts and activities pointed toward giving the employee more information, knowledge, skills and experiences that improve and raise the level of his performance at work, or develop his current experience and skills to benefit from in his current work or prepare him for future work. This development and modification benefit the employee himself as well as the organization in general and reflects on its performance and production. the organization provides training programs commensurate with the specifications of employees. the organization is keen to measure the return from training courses for employees. the senior management is interested in identifying the training specifications of employees and contributes to the exchange of experiences and skills between employees. the institution has a training unit for the development of the human element.

3. **Performance Evaluation:** it is an important process implemented by departments in numerous forms of organizations, starting from the top management and ending with employees in all departments, and the success of performance evaluation in implementing its goal depends on its implementation in a precise and systematic manner by activating the role of participation of all parties associated with this process. Performance evaluation leads to building trust between employees and managers and helps them adapt to the surrounding circumstances, which leads to changing the methods and content of work, there are also specific mechanisms to measure the performance of employees in the institution to notify employees of the content of their performance reports, and the institution's keenness to measure employee satisfaction through the college conducting tests to measure the degree of proficiency of administrative leaders, and finding an announced plan to improve the performance of academics and administrators to support the institution good performance to improve the proficiency of employees.

4. **Information Systems:** Information systems are systems that consist of a group of people, Data Records, and some manual and non-manual operations, and these systems generally process data and information specific to each system, as information systems use information technology technologies that have been invented to serve their work based on them through updating work systems, technical and technological means, updating data first-hand at the institution and enhancing technical competences to facilitate the registration of

data at the institution and the existence of sufficient data on the programs implemented by that institution and the institution's decision-making based on preliminary studies and accurate information and the flow of data and information easily between scientific departments, some of them Some of them.

5. **Organizational development:** a planned process to change beliefs, values and behaviors to bring about the required adaptation to environmental influences for the safety of the organization, its survival and competences, redistribution of resources and change the final product. Making fundamental changes in the public administration system such as organizational structures, personnel and procedures. through this, the organization provides an organizational climate that helps to implement employees ' plans. the management is constantly interested in conducting research on the degree of employee satisfaction with their work. the approved promotion policy leads to providing an atmosphere of competition at work and implementing job stability for employees in the organization. the organization is keen to find strategic alternatives.

Sixth: The Methodological strategies of the study:

(1) Type of Study:

This study is one of the descriptive studies that aims to monitor and analyze the relationship between institutional governance (as an independent variable) and the fulfillment of administrative reform in state universities (as a dependent variable), by citing the data of the theoretical framework and the outcomes of the field framework of the study.

(2) The Method Used:

The study was based on the use of the Thorough Social Survey Methodology for employees of the faculty of social work Helwan University as a model for state universities, and their number is (246) Single.

(3) Fields of study:

(A) spatial domain:

The faculty of social work at Helwan University has been chosen as a community of study for the following reasons:

1. Choosing Helwan University as a model for state universities in view of its interest in launching a number of training courses for faculty members, the auxiliary body and university staff to improve and develop institutional competences and improve the quality of university outputs.

2. Helwan University's interest in applying digital governance programs for academic and administrative leaders in colleges.

3. Choosing the Faculty of social work in view of the existence of an integrated institutional structure that seeks to meet the specifications of change and

development and contributes to implementing the institution's mission and objectives through institutional governance.

4. The faculty of social work itself follows the administrative reform plan currently implemented by the state.

5. The faculty of social work is the most numerous faculties of Helwan University, which has a numerical density of students, where the number of students ranges (40,000) students for the academic year 2023/2024, while the number of faculty members and the auxiliary body ranges (194) members, members of the administrative staff and their number (66) members, which contributes to implementing administrative reform.

6. Choosing the Faculty of social work in view of the fact that the faculty received Academic Accreditation No. 139 on 30/3/2015, and received a renewal of accreditation on 28/7/2021.

7. The college's interest in issuing a document that includes its intrinsic value and professional ethics to ensure justice, non-discrimination, non-conflict of interests and protection of intellectual property rights.

(B) The human Field:

The human field of study is depicted by the Thorough Social Survey of employees at the Faculty of social work Helwan University as a model for state universities, and their number is (246) individual. **Their distribution is as follows:**

Table Number (1) Distribution of study community workers

N	The Statement	Honesty and stability	Number of respondents	Unresponsive number	Total number
1	Members of the administrative staff	2	64	-	66
2	Associate faculty members	3	60	-	63
3	Faculty members	5	122	4	131
	SUM	10	246	4	260

(C) The Time Field:

The time domain of the study is depicted in the period of data collection from the field, which began in the period from 1/1/2024 to 15/2/2024.

(4) Study Variables and Their Sources:

The independent variable "Institutional Governance "	N of Phrases	The dependent variable "Implementing administrative reform "	N of Phrases
Transparency	6	Training	6
Accountability	6	Performance evaluation	6
Justice	6	Information systems	6
Strategic vision	6	Censorship	6
Decentralization	6	Organizational development	6

The difficulties facing the contributions of institutional governance in implementing administrative reform in state universities	8
Proposals to activate the contributions of institutional governance in implementing administrative reform in state universities	8

- **The most important sources of these variables were identified in reference to the theoretical heritage of the study and previous studies related to the research issue of the study.**

(5)   Study Tools:

The data collection tools were:

- **A questionnaire for employees on institutional governance and administrative reform at state universities:**
  The tool is designed in conformity with the following steps:

- The researcher designed an electronic questionnaire for employees using Google Drive Models on Institutional Governance and implementing administrative reform in state universities based on the theoretical literature of the study and previous studies related to the research issue of the study. By Using the following electronic link: https://2u.pw/k2GMeZH

- The questionnaire of employees included the following initial data sheet: (gender, age, educational qualification, job, number of years of work experience).

- The staff questionnaire also included the following dimensions: the dimensions of institutional governance in state universities, the dimensions of implementing administrative reform in state universities, the difficulties facing the contributions of institutional governance in implementing administrative reform in state universities, and proposals to activate the contributions of institutional governance in implementing administrative reform in state universities.

- The employees' questionnaire was based on a triple gradient, so that the response to each phrase was (yes, to some extent, no) and each of these responses was given weight (score), as follows: Yes (three scores), to some extent (two scores), no (one score).

- To verify the truthfulness of the content of the "logical honesty" of the employees' questionnaire, the researcher reviewed the theoretical literature, scientific books, studies and previous research that dealt with the dimensions of the study. Then analyze this theoretical literature in order to reach the numerous dimensions and phrases associated with these dimensions related to the Study Problem, in order to determine the dimensions of institutional governance in state universities, depicted by (transparency, accountability, justice, strategic vision, decentralization), and identify the dimensions of

implementing administrative reform in state universities, depicted by (training, performance evaluation, Information Systems, Oversight, organizational development). Then the tool was presented to (5) arbitrators from the Faculty of Social Planning at the Faculty of social work, Helwan University to express an opinion on the validity of the tool in terms of the linguistic integrity of the phrases on the one hand and their correlation with the dimensions of the study on the other hand. some phrases have been modified, added and deleted and some of the errors of the linguistic formulation of others have been corrected, and accordingly the tool was formulated in its final form.

- The stability of the workers' questionnaire was calculated using the stability coefficient (Alpha cronbach) for the estimated stability values, by applying it to a sample of (10) vocabulary of workers (outside the study community), and the stability coefficient reached (0.987), which is an appropriate level of statistical stability.

- The researcher also conducted a statistical stability of the questionnaire of employees using the Spearman - Brown equation for the half-division of stability, where the phrases of each dimension were divided into two halves, the first section includes the values obtained from the response to individual phrases, and the second section includes the values expressed for even phrases, by applying it to a sample of (10) vocabulary of employees (outside the study community), the value of the correlation coefficient between the two halves of the tool (0.992), which is a function statistically at a significant level (0.01), as well as the value of the stability coefficient is (0.996), and it turns out that the stability coefficients of the instrument have a high degree of stability.

(6)   Determination of the levels of arithmetic averages for the dimensions of the study:

To judge the level of the dimensions of the questionnaire of employees of state universities can be determined using the arithmetic mean, where the data was encoded and entered into the computer, so that the beginning and end of the triple scale categories are: Yes (three degrees), to some extent (two degrees), No (one degree), the data was encoded and entered into the computer, and to ascertain the length of the triple scale cells (Lower and upper bounds), range = greatest value – lowest value (3 – 1 = 2) was calculated, divided by the number of scale cells to get the corrected cell length (2/3 = 0.67) and then this value was added to the lowest value in The scale or the beginning of the scale, which is the correct one, in order to ascertain the upper limit of this cell, **and thus the length of the cells became as follows:**

Table Number (2) The levels of the arithmetic averages for the dimensions of the study

Values	The Level
If value for the phrase or proportion ranges from 1 to 1.67	low level

If value for the phrase or proportion ranges from 1.68 to 2.34	Medium level
If value for the phrase or proportion ranges from 2.35 to 3	High level

(7)   Methods of Qualitative and Quantitative Analysis:

   The study in the analysis of data was based on the following methods:

-   The method of qualitative analysis: in proportion to the nature of the subject of study.

-   Quantitative analysis method: the data was processed through a computer using the statistical packages program for Social Sciences (SPSS.V. 24.0), and the following statistical methods were applied: Frequencies , percentages, arithmetic mean, standard deviation, range, (Alpha-Cronbach) coefficient of reliability, Spearman-Brown equation for the half-hash of constancy, simple regression analysis, multiple regression analysis, Pearson's correlation coefficient, coefficient of ascertaining, t-test for two independent samples, and one-way analysis of variance.

Seventh: The Outcomes of The Field Study:

The First Axis: Description of employees at the Faculty of social work Helwan University study community:

Table Number (3) Description of employees at the faculty of social work Helwan University study community

(N=246)

N	Quantitative variables	Mean	Std. D
1	Age	41	7
2	Years of work experience	16	5
N	Gender	Frequency	Percent
1	Male	97	39.4
2	Female	149	60.6
	SUM	246	100
N	Educational Qualification	Frequency	Percent
1	High qualified	56	22.8
2	Postgraduate Diploma	8	3.3
3	Master's	55	22.4
4	PhD	127	51.6
	SUM	246	100
N	Career	Frequency	Percent
1	Member of the administrative staff	64	26
2	Associate board member	60	24.4
3	Faculty member	122	49.6
	SUM	246	100

The previous table shows that:

-   The average age of employees at the faculty of social work Helwan University is (41) years, with a standard deviation of (7) years approximately. This may

reflect the extent to which employees at that age have the skills, knowledge, experience and abilities that help them perform their professional role well, and have the energy and vitality to give more effort to the development of work in the organization.

- The average number of years of work experience (16) years, and with a standard deviation (5) years approximately. This indicates the keenness of the employees of the faculty of social work Helwan University to develop their skills, knowledge and experience to develop their job performance through the exchange of experiences between each other under institutional governance.
- The largest percentage of employees at the faculty of social work Helwan University are females (60.6%), while males (39.4%).
- The largest percentage of employees at the faculty of social work Helwan University have a doctorate (51.6%), followed by a university qualification (22.8%), then a master's degree (22.4%), and finally a graduate diploma (3.3%). This indicates the existence of a professional cadre with a broad knowledge in the social service of the significance of institutional governance in the light of implementing administrative reform.
- The largest percentage of employees at the faculty of social work Helwan University are faculty members (49.6%), followed by a member of the administrative apparatus (26%), and finally a member of the auxiliary body (24.4%). this may indicate that the university is the main pillar to fulfill its objectives through its numerous roles, including its role in preparing trained manpower through its basic functions (teaching – scientific research- community service) and this is done through faculty members at Helwan University.

The Second Axis: The level of Institutional Governance of state universities as a whole:

Table Number (4) The level of Institutional Governance of state universities as a whole

(N=246)

N	The Dimensions	Mean	Std. D	Level	Arrange
1	Transparency	2.74	0.49	High	2
2	Accountability	2.66	0.64	High	5
3	Justice	2.68	0.61	High	4
4	Strategic vision	2.8	0.42	High	1
5	Decentralization	2.69	0.58	High	3
Institutional Governance as a whole		2.72	0.52	High Level	

The previous table shows that:

The level of Institutional Governance in state universities as a whole is high, with an arithmetic average of (2.72), and indicators of this in conformity with the order of arithmetic average: The first ranking is strategic vision with an average

account (2.8), the second ranking is transparency with an average account (2.74), the third ranking is decentralization with an average account (2.69), the fourth ranking is justice with an average account (2.68), the fifth ranking is accountability with an average account (2.55), and this confirms that Institutional Governance is a system based on openness and transparency and on ethical ideals and values and based on the presence of an administrative entity within each organization and the administrative leadership seeks to develop that performance in conformity with the dimensions of Institutional Governance related to transparency responsibility, accountability, decentralization and delegation of powers that positively affect employees within the administrative apparatus. The strategic vision of education up to the year 2030 aims to provide high-quality education and training to all without discrimination, within the framework of an efficient and fair institutional system, and to be based on the learner and trainee who is able to think and is technically, technically and technologically capable, and also to contribute to building an integrated personality and unleash its potential to the maximum.

This is what the study of (Rizk 2009), (Abdul Rahman 2019), (Abdul Rahim 2022), (Al Ali 2010) aimed that the dimensions of Institutional Governance are based on participation – rule of law – transparency and disclosure – speed of response – consensus building – equality – proficiency and competences – justice, accountability, accounting – strategic vision.

The outcomes of the AL-Wakil 2021 study also asserted that governance contributes positively to improving the institutional performance of administrative bodies by strengthening administrative accountability. The study recommended adopting the principles of governance and activating them in institutions and with leadership roles towards adopting the foundations and standards of discipline, transparency, independence, accountability for Responsibility, justice and social awareness.

A study (Ezz Al-Arab 2021) recommended adopting the principles of governance and its values in order to create an appropriate environment in the field of government work, exchanging experiences between different institutions to encourage development and innovation under good governance, and taking into account future generations while reviewing the decisions and procedures carried out by the organizational division of internal audit and governance in order to preserve the value of sustainable development.

A study (Nguyena 2020) found that the employees of the institution should be informed about the regulations and regulations as soon as they are issued. there are fair criteria for selecting administrative leaders in the institution. the management distributes tasks to all employees of the institution without discrimination.

In light of the focus of the Faculty of social work Helwan University on the application of objective criteria for the selection of academic and administrative

leaders, which are depicted by (Dean-undersecretaries-heads of departments-directors of centers - director of units – These standards are depicted by scientific activities, administrative and leadership abilities, participation in national activities, job record and communication skills, the College follows mechanisms to ensure transparency when applying these standards through advertising, testing through committees, presenting a development program, and the institution adheres to job descriptions in cases of appointment, transfer and assignment to numerous jobs, the college prepares a job description for all college jobs to accurately determine responsibilities and competencies, the institution announces its organizational structure to interested parties by appropriate and multiple means, the college provides its own document that includes its core values and professional ethics from controls to ensure justice The objectives and mission of the institution shall be specific and clear to the employees of the administrative apparatus in the light of transparency and the strategic vision of the institution.

Institutional Governance is based on the principle of equality and participation to provide justice and legal protection of the rights of employees in the institution and is based on equal treatment of employees without discrimination and emphasizes that all of them receive the services provided by the institution, and also based on the principle of accountability where accountability is based on transparency, i.e. providing information to all employees of the institution and exchanging information with each other to carry out their work well. (Ashour, 2010, P 32), and a study(2017 Alshaer,) recommended the significance of working on the application of governance principles, especially after the world has recently witnessed environmental, social and economic phenomena that have clearly affected financial and administrative performance and concentration on human resources in developing their knowledge of the rules and principles of Institutional Governance in addition to providing them with all the latest scientific information in this field through the provision of training programs and seminars specialized in administrative reform and Institutional Governance.

The Third Axis: The level of fulfillment of administrative reform in state universities as a whole:

Table Number (5) The level of fulfillment of administrative reform in state universities as a whole

(N=246)

N	The Dimensions	Mean	Std. D	Level	Arrange
1	Training	2.72	0.56	High	2
2	Performance evaluation	2.68	0.62	High	5
3	Information systems	2.73	0.56	High	1
4	Censorship	2.72	0.58	High	3
5	Organizational development	2.72	0.59	High	4
administrative reform as a whole		2.71	0.57	High Level	

The previous table shows that:

The level of implementing administrative reform in state universities as a whole is high, with an arithmetic average of (2.71), and indicators of this in conformity with the order of arithmetic average: The first ranking is information systems with an arithmetic mean (2.73), the second ranking is training with an arithmetic mean (2.72) and with a standard deviation (0.56), the third ranking IS control with an arithmetic mean (2.72) and with a standard deviation (0.58), the fourth ranking is organizational development with an arithmetic mean (2.72) and with a standard deviation (0.59), the fifth ranking is performance evaluation with an arithmetic mean (2.68).This may indicate that administrative reform in government agencies includes organizational development, restructuring, performance evaluation, administrative control and the formation of permanent committees for follow-up and supervision, considering control as a means of improving work and not a tool for detecting errors, which in turn leads to job satisfaction and Human Resources Development

This is consistent with the study of (Abdul Raziq 2016), (Aliyah 2019), (Hassan 2018), cicero 2013) and the study of (Majid 2010), (Khuzam 2016), (bayumi 2021), (Al-Hajraf 2016) also found the need to use information systems and rely on them in many applications of modern technology in training employees to use them in many training courses to ensure raising their abilities to participate competently and their obligation to administrative reform programs, and the need to paying attention to the means of control through the application of a governance system that supports the policy of transparency and institutional accountability and enhances trust and credibility in the work environment, which is a prerequisite for good governance indispensable to fulfill administrative reform ‹The need to have determinants to measure the performance of employees and the selection of leaders on the basis of their proficiency and competences through the presentation of employees ' performance reports transparently . Therefore, the (Daily 2021) study pointed toward determine the level of dimensions of administrative reform, which are (performance evaluation, transparency, accountability, administrative control, information systems, training). A study (Salah al-Din 2013) stressed the significance of organizational development, organizational restructuring and the use of modern management entrances in management to fulfill administrative reform. In light of the concentration of the Faculty of social work Helwan University to provide the college with public and sufficient information to cover all its activities through websites, manuals, manuals and others, the college is keen on the diversity of this information and update it periodically, and the institution evaluates the performance of leadership objectively in conformity with criteria depicted in the survey of the opinions of interested parties on the performance of the leadership style followed and the

participation of interested parties in the evaluation process and the college analyzes those opinions and benefit from the evaluation outcomes.

The Fourth Axis: the difficulties facing the contributions of Institutional governance in implementing administrative reform in state universities:

Table Number (6) the difficulties facing the contributions of Institutional governance in implementing administrative reform in state universities

(N=246)

N	The Phrases	Mean	Std. D	Arrange
1	Preoccupation of leaders with routine tasks	1.52	0.81	1
2	Lack of an organizational climate conducive to the implementation of work tasks	1.48	0.8	3
3	Lack of balance between rights and duties among employees	1.5	0.81	2
4	Failure to notify employees of their annual work reports	1.41	0.74	7
5	Lack of clear information for employees about current and future jobs	1.46	0.79	4
6	Lack of opportunities for promotions within the organization	1.43	0.77	6
7	There are restrictions within work that prevent me from doing well	1.45	0.77	5
8	The lack of material resources for training workers such as Halls, equipment, and the indispensable equipment	1.5	0.81	2
Difficulties as a whole		1.47	0.75	low Level

The previous table shows that:

The level of difficulties facing the contributions of Institutional Governance to the fulfillment of administrative reform in state universities is low, with an arithmetic average of (1.47), and the indicators of this are in conformity with the order of the arithmetic average: the first order is the preoccupation of leaders with routine tasks with an arithmetic average of (1.52), followed by the second order is the lack of balance between rights and duties among employees, and the lack of material possibilities for training employees such as Halls, equipment, and indispensable equipment with an arithmetic average of (1.5), and then the third order is the lack of an organizational climate conducive to the implementation of work tasks with an arithmetic average of (1.48), Finally, the seventh ranking is the failure to notify employees of their annual work reports with an arithmetic average (1.41). This may reflect the Egyptian government's interest in the issue of governance and institutional reform, so Egypt has included governance as one of the main objectives of its sustainable development strategy : Egypt Vision 2030(this goal includes the state's desire to overcome the challenges that arise with the implementation of governance, and seeks mainly to fulfill this by enacting new legislation, amending existing legislation to support the institutional reform process, as well as enforcing

the rule of law, affirming the values of integrity, transparency, accountability, anti-corruption, participation, and social responsibility. In addition, the Egyptian government prioritizes the development of a competent administrative apparatus and the establishment of good mechanisms for follow-up and evaluation (Abu Al-Nasr 2015). This is explained by the study of (Mouawad 2023), (Mahmoud 2023), Bruk, 2012), (Issa 2017).

The Fifth Axis: Suggestions for activating the contributions of institutional governance in implementing administrative reform in state universities:

Table Number (7) Suggestions for activating the contributions of institutional governance in implementing administrative reform in state universities

(N=246)

N	The Phrases	Mean	Std. D	Arrange
1	Holding training courses for employees to raise their proficiency in using modern technology	2.96	0.22	1
2	Clarity of follow-up plans and control over the performance of all employees	2.96	0.23	2
3	Strengthening decentralization and delegation of authority	2.94	0.25	6
4	Raising the awareness of the employees of the institution about the culture of administrative reform	2.95	0.27	5
5	Develop clear and announced plans for all employees of the organization	2.94	0.28	7
6	Strengthening the role of regulatory bodies within the institution	2.95	0.26	4
7	Non-laxity in accounting for defaulters at work	2.92	0.31	8
8	Spreading a culture of accountability among the employees of the institution	2.96	0.24	3
Suggestions as a whole		**2.95**	**0.23**	**High Level**

The previous table shows that:

The level of proposals for activating the contributions of Institutional Governance in implementing administrative reform in state universities is high, with an arithmetic average of (2.95), and the indicators of this in conformity with the order of the arithmetic average: the first order is holding training courses for employees to raise their proficiency in using modern technology with an arithmetic average of (2.96) and with a standard deviation of (0.22), followed by the second order clarity of follow-up plans and monitoring the performance of all employees with an arithmetic average of (2.96) and with a standard deviation of (0.23), and then the third order spreading a culture of accountability among employees the company has an average calculation (2.96) and a standard deviation (0.24), and finally, the eighth ranking is the lack of laxity in accounting for defaulters at work with an average calculation (2.92). This may reflect what the study of (Salvator 2015) and (Ahmed 2021) pointed out to the need of employees at state universities for competitive

advantage in business performance, and this explains their need to hold training courses for employees to raise their proficiency in using modern technology, and their need to have a mechanism for follow-up and periodic monitoring by employees on work performance and this helps them to spread a culture of accountability among employees and evaluate the performance of employees periodically in conformity with generally accepted standards.

The fifth Axis : Testing the study hypotheses:

(1)   Testing the first hypothesis '' There is a direct statistically significant relationship between institutional governance and the fulfillment of administrative reform in state universities '':

Table Number (8) The relationship between institutional governance and the fulfillment of administrative reform in state universities

(N=246)

Dimensions	Training	Performance evaluation	Information systems	Censorship	Organizational development	All Dimensions
Transparency	0.922**	0.905**	0.888**	0.888**	0.903**	0.925**
Accountability	0.898**	0.919**	0.897**	0.910**	0.915**	0.931**
Justice	0.909**	0.930**	0.927**	0.936**	0.947**	0.954**
Strategic vision	0.830**	0.801**	0.825**	0.804**	0.848**	0.843**
Decentralization	0.925**	0.943**	0.938**	0.921**	0.922**	0.954**
Institutional Governance as a whole	0.941**	0.947**	0.940**	0.938**	0.952**	0.968**

** Significant at (0.01)   **Significant at (0.05)**

The previous table shows that:

There is a statistically significant direct relationship at a moral level (0.01) between institutional governance and the fulfillment of administrative reform in state universities. The most relevant dimensions of institutional governance related to implementing administrative reform in state universities were the following: Justice and decentralization, followed by accountability, transparency, and finally strategic vision. This may be in view of the existence of a direct correlation between these dimensions and that they expressed what the study aims to fulfill. This makes us accept the first hypothesis of the study, which is that " there is a direct statistically significant relationship between institutional governance and the fulfillment of administrative reform in state universities ". She points out that institutional governance is a strategic entry point for administrative reform in the educational field, as it is a set of processes, policies and laws by which the institution can be managed and its leadership can be held accountable by society. **This is what the (Foley 2022) study recommended** that applying the principles of governance and spreading its culture leads to advancing production, implementing administrative reform and stabilizing the financial system

This is what the mechanism of the study (Ahmed 2020) concluded that it is indispensable to apply a system of clear rewards and incentives for everyone,

there is a clear mechanism for accountability, there are fair criteria for the selection of administrative leaders, there are long-term strategic plans for the development of the institution, eliminate red tape, which facilitates the provision of services, fulfill accountability for all employees within the institution, determine the future vision for the development of the institution, the study also recommended that laws should be issued to ensure the free flow of information to all interested parties in society, reduce undeclared and confidential procedures and policies, remove ambiguity, provide reliable data and statistics to numerous interested parties, and accounting Increasing control over institutions to ensure the quality of providing quality services, the existence of clear standards of equal opportunities, and the safety of employees with the values of justice and equality. **A study (gift 2020)** recommended that universities develop awareness among their employees of the significance of switching to institutional governance of their systems and procedures and reflecting this on administrative reform and the quality of their performance in numerous fields

Table Number (9) Simple regression analysis of the effect of Institutional governance to fulfill administrative reform in state universities

(N=246)

Independent Variable	Regression coefficient B	T-Test	F-Test	R	R^2
Transparency	1.079	37.906**	1436.847**	0.925**	0.855**
Accountability	0.824	39.982**	1598.560**	0.931**	0.868**
Justice	0.892	49.708**	2470.916**	0.954**	0.910**
Strategic vision	1.139	24.436**	597.099**	0.843**	0.710**
Decentralization	0.924	49.806**	2480.681**	0.954**	0.910**
Institutional Governance as a whole	1.047	60.423**	3650.906**	0.968**	0.937**

** Significant at (0.01)   **Significant at (0.05)**

The previous table shows that:

- The value of the correlation coefficient between the independent variable "transparency" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.855), that is, transparency explains (85.5%) of the total discrepancy in implementing administrative reform in state universities.

- The value of the correlation coefficient between the independent variable "accountability" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.868), that is, accountability explains (86.8%) of the total discrepancy in implementing administrative reform in state universities.

- The value of the correlation coefficient between the independent variable "justice" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.910), that is, justice explains (91%) of the total discrepancy in implementing administrative reform in state universities.

- The value of the correlation coefficient between the independent variable "strategic vision" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the morale of the regression model, and the value of the determination coefficient was (0.710), that is, the strategic vision explains (71%) of the total variation in implementing administrative reform in state universities.

- The value of the correlation coefficient between the independent variable "decentralization" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.910), that is, decentralization explains (91%) of the total variation in implementing administrative reform in state universities.

- The value of the correlation coefficient between the independent variable "dimensions of Institutional Governance as a whole" and the dependent variable "implementing administrative reform in state universities" indicates a direct correlation between the two variables at a significant level (0.01). The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.937), that is, the dimensions of institutional governance as a whole explain (93.7%) of the overall variation in implementing administrative reform in state universities.

- **This makes us accept the first hypothesis of the study, which is that " there is a direct statistically significant relationship between institutional governance and the fulfillment of administrative reform in state universities ".**

(2) **Testing the second hypothesis of the study: " There is a statistically significant discrepancy between the impact of the dimensions of institutional governance (transparency, accountability, justice, strategic vision, decentralization) on the fulfillment of administrative reform in state universities ":**

Table Number (10) Multiple regression analysis of the varying impact of institutional governance dimensions on the fulfillment of administrative reform in state universities

(N=246)

Independent Variable	Regression coefficient B	Beta	T-Test	F-Test	R	R²
Transparency	0.033	0.028	0.566			
Accountability	0.158	0.179	3.484**			
Justice	0.242	0.259	4.141**	811.699**	0.972**	0.944**
Strategic vision	0.148	0.11	3.657**			
Decentralization	0.418	0.432	8.639**			

** Significant at (0.01)   **Significant at (0.05)**

The previous table shows that:

- The value of the multiple correlation coefficient between all independent variables "transparency, accountability, justice, strategic vision, decentralization" and the dependent variable "implementing administrative reform in state universities" (0.972), which is a function statistically at a significant level (0.01), and indicates a direct correlation between the two variables.

- The result of the "F" test indicates the significance of the regression model, and the value of the determination coefficient was (0.944), that is, the dimensions of institutional governance as a whole (transparency, accountability, justice, strategic vision, decentralization) explain (94.4%) of the overall disparity in implementing administrative reform in state universities.

- The result of the Test "T" indicates that the effect of only four independent variables, namely "accountability, justice, strategic vision, and decentralization" on the dependent variable "implementing administrative reform in state universities" is considered a significant and statistically significant effect at a moral level (0.01). The effect of the other independent variable, "transparency," was non-significant and non-statistically significant.

- Through the values of the Beta coefficients, the significant independent variables can be arranged in order of relative significance, **as follows:**
  1. Decentralization (beta=0.432).
  2. Justice (beta=0.259).
  3. Accountability (beta=0.179).
  4. Strategic vision (beta=0.110).
  5. Transparency (beta=0.028).

- This indicates that the impact of "accountability, justice, strategic vision, and decentralization" is more different than the impact of "accountability" on implementing administrative reform in state universities.

This is asserted by a study (2020 Ika and Others) that the dimensions of institutional governance of universities, which are transparency, accountability, responsibility, fairness and independence, and that the application of institutional governance is the best option for universities to become a leading university Institution at the global level, where when using the dimensions of institutional governance in the appointment of faculty members and when appointing to leadership positions commensurate with them need training, development, preparation of career paths and awarding bonuses, which indicates the use of the dimensions of Institutional Governance seeks to fulfill administrative reform in state universities.

Which makes us accept the second hypothesis of the study, which states that " there is a statistically significant discrepancy between the impact of the dimensions of institutional governance (transparency, accountability, justice, strategic vision, decentralization) on implementing administrative reform in state universities ".

(3) **Testing the third hypothesis of the study: " There is a statistically significant discrepancy between the responses of employees in conformity with their job in determining the level of Institutional Governance at state universities ":**

Table Number (11) Analysis of the variation of the level of Institutional governance in state universities in conformity with the responses of employees in conformity with the job

(N=246)

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	Sig
Transparency	Between Groups	1.273	2	0.636	2.744	No Sig
	Within Groups	56.358	243	0.232		
	Total	57.631	245			
Accountability	Between Groups	1.589	2	0.795	1.956	No Sig
	Within Groups	98.715	243	0.406		
	Total	100.304	245			
Justice	Between Groups	2.101	2	1.05	2.911	No Sig
	Within Groups	87.7	243	0.361		
	Total	89.801	245			
Strategic vision	Between Groups	0.197	2	0.099	0.560	No Sig
	Within Groups	42.715	243	0.176		
	Total	42.912	245			

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	Sig
Decentralization	Between Groups	1.874	2	0.937	2.785	No Sig
	Within Groups	81.777	243	0.337		
	Total	83.651	245			
Dimensions of Institutional Governance as a whole	Between Groups	1.252	2	0.626	2.313	No Sig
	Within Groups	65.782	243	0.271		
	Total	67.034	245			

** Significant at (0.01)   **Significant at (0.05)**

The previous table shows that:

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of transparency as one of the dimensions of institutional governance in state universities.

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of accountability as one of the dimensions of institutional governance in state universities.

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of justice as one of the dimensions of institutional governance in state universities.

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) in determining the level of strategic vision as one of the dimensions of Institutional governance in state universities.

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of decentralization as one of the dimensions of institutional governance in state universities.

- There is no statistically significant difference between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) in determining the level of institutional governance dimensions in state universities as a whole.

This may be in view of the difference in the specialties and tasks of work between academic and administrative leaders, administrative staff, faculty members and the auxiliary body. This is consistent with the **outcomes of the study (Mohammed 2024)**, which concluded that governance works to provide the indispensable environment to support its credibility, and this is fulfilled through the principle of transparency, and governance helps to optimize the use of institutional resources, and governance is a requirement of administrative specifications for all institutions, as it is one of the important means of administrative and institutional reform, and implementing the vision and objectives of the institution.**This is what the study (Mohammad 2024) recommended**. This will help universities to improve their performance and raise their proficiency, and establish an integrated administrative system to activate governance within universities, which contributes to setting specific and accurate standards for performance and work procedures at universities and preparing a strategic plan for the university to fulfill its vision and objectives through the application of governance principles.

This makes us reject the third hypothesis of the study, which states that "there is a statistically significant discrepancy between the responses of employees in conformity with their job in determining the level of institutional governance at state universities".

(4) Testing the fourth hypothesis of the study: " There is a statistically significant discrepancy between the responses of employees in conformity with their position in determining the level of implementing administrative reform in state universities".

Table Number (12) Analysis of the discrepancy of the level of fulfillment of administrative reform in state universities in conformity with the responses of employees in conformity with the job

(N=246)

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	Sig	LSD Test
Training	**Between Groups**	2.1	2	1.05	3.453	*	1> 2-3
	Within Groups	73.904	243	0.304			
	Total	76.004	245				
Performance evaluation	**Between Groups**	2.464	2	1.232	3.282	*	1> 2-3
	Within Groups	91.237	243	0.375			
	Total	93.701	245				
Information systems	**Between Groups**	2.294	2	1.147	3.771	*	1> 2-3

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	Sig	LSD Test
	Within Groups	73.91	243	0.304			
	Total	76.204	245				
Censorship	Between Groups	2.772	2	1.386	4.233	*	1> 2-3
	Within Groups	79.756	243	0.328			
	Total	82.528	245				
Organizational development	Between Groups	2.194	2	1.097	3.223	*	3> 1-2
	Within Groups	82.732	243	0.34			
	Total	84.926	245				
Dimensions of administrative reform as a whole	Between Groups	2.354	2	1.177	3.760	*	1> 2-3
	Within Groups	76.076	243	0.313			
	Total	78.431	245				

** Significant at (0.01)   **Significant at (0.05)**

The previous table shows that:

- There is a statistically significant difference at the morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of training as one of the dimensions of implementing administrative reform in state universities. These differences favor the first category, which falls into the category (responses of members of the management apparatus) to become the most job-specific responses of employees to those dimensions.

- There is a statistically significant difference at a morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of performance evaluation as one of the dimensions of implementing administrative reform in state universities. These differences favor the first category, which falls into the category (responses of members of the management apparatus) to become the most job-specific responses of employees to those dimensions.

- There is a statistically significant difference at the morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of information systems as one of the dimensions of implementing administrative reform in state universities. These

differences favor the first category, which falls into the category (responses of members of the management apparatus) to become the most job-specific responses of employees to those dimensions.

- There is a statistically significant difference at the morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of control as one of the dimensions of implementing administrative reform in state universities. These differences favor the first category, which falls into the category (responses of members of the management apparatus) to become the most job-specific responses of employees to those dimensions.

- There is a statistically significant difference at a morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) regarding their determination of the level of organizational development as one of the dimensions of implementing administrative reform in state universities. These differences favor the third category, which falls into the category (responses of faculty members) to become the most job-specific responses of employees to those dimensions.

- There is a statistically significant difference at the morale level (0.05) between the responses of employees in conformity with the position (Member of the administrative staff/ Associate board member/ Faculty member) in determining the level of the dimensions of implementing administrative reform in state universities as a whole. These differences favor the first category, which falls into the category (responses of members of the management apparatus) to become the most job-specific responses of employees to those dimensions.

The researcher believes that this discrepancy is in view of the skills and experiences of the employees of the institution, which are as follows (developing their skills through their access to continuous education and competent training, encouraging outstanding employees in their job performance well and issuing the indispensable decisions to punish non-outstanding employees for inaction, the obligation of employees to integrity and good manners while performing their work, and not using their authority in providing university services, their respect for the legal rules of the work organization, **The study recommended (Al-Hamli 2013).** and the extent of their abilities to demonstrate administrative integrity, and the worker's keenness to perform his duties with every effort diligence, care and attentiveness and strives to fulfill the highest levels of proficiency in providing Services to students at the University Institution, and adhere to the procedural fairness required for the administrative decision-making process).

This makes us accept the fourth hypothesis of the study, which states that "there is a statistically significant discrepancy between the responses of employees in conformity with their job in determining the level of implementing administrative reform in state universities".

The seventh axis: Proposed planning mechanisms to fulfill administrative reform in state universities using institutional governance:

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
Promoting the use of Institutional governance in state universities	Enhancing transparency in state universities	(1-1)	Making data and information available to employees in a timely manner to enable them to perform their work tasks efficiently	Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration
		(1-2)	Ensure accuracy and credibility in providing the information and data needed by employees with the need to update them constantly	
		(1-3)	Support the employees of the organization in simplifying work procedures to fulfill them without disruption	
		(1-4)	Open communication channels to receive complaints from employees of the institution	
		(1-5)	Deal flexibly when setting procedures and controls within the work	
		(1-6)	The announcement of the employees of the institution with the outcomes of their performance evaluation	
		(1-7)	Creating databases linking the departments and units of the university institution, so that data and information related to the workflow within the college are available and easy to circulate and access	
Continue to Promoting the use of Institutional governance in state universities	Enhancing justice in state universities	(2-1)	Appointment on the basis of merit and competence with declared criteria	Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration
		(2-2)	Take into account the balance in the distribution of tasks and responsibilities between working personnel so that the work is not loaded on hardworking individuals and relieved of slack individuals, but it is important to fulfill fairness among them	
		(2-3)	Ensuring that the rights of all individuals and the availability of integrity are taken into account in their work inside and	

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
			outside the University Institution, by following them during the performance of their work continuously	**Regulatory bodies**
		(2-4)	**Continuous updating of the administrative leadership of the college**	
		(2-5)	**Familiarizing new employees at the college with their rights assigned to them by law and clarifying their duties, responsibilities and tasks required of them in their field of work accurately and clearly**	
		(2-6)	**Enhancing trust between employees and the college administration**	
		(2-7)	**The selection of university leaders is based on specific criteria and criteria that are carefully set and take into account the availability of competence, experience, university qualification and others to ensure fairness when choosing them to assume numerous leadership positions.**	
Continue to Promoting the use of Institutional governance in state universities	**Enhancing accountability at state universities**	**(3-1)**	**Develop laws, regulations and rules that regulate work, determine the professional and ethical behaviors required for all employees of the college and clarify the penalties for those who violate them**	**Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration Regulatory bodies**
		(3-2)	**Review those laws, regulations and rules constantly and periodically, so as to keep abreast of developments and changes occurring in the internal and external work environment at state universities**	
		(3-3)	**Establishing an integrated system of accountability and accounting, in which all individuals working at the College have the right to be held accountable, regardless of their functional grade or managerial and leadership positions at senior and middle executive levels, while allowing them to provide justifications or reasons for their actions and actions**	
		(3-4)	**Provide incentives for officials to perform their tasks faithfully, honestly and efficiently**	
		(3-5)	**Applying accountability to all departments of the college and its**	

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
Continue to Promoting the use of Institutional governance in state universities			**scientific departments without any exception**	
		(3-6)	**Develop awareness of staff and faculty members about procedures and rules clearly**	
		(3-7)	**Using many methods to manage and improve the work environment in colleges**	
	Enhancing the strategic vision of state universities	**(4-1)**	**Availability of the indispensable resources to implement the University's objectives and mission**	**Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration**
		(4-2)	**Studying, monitoring, analyzing and predicting future challenges and impacts and their possible repercussions on universities**	
		(4-3)	**Defining the strategic vision of the plan and attracting parties involved in the management reform plan**	
		(4-4)	**Work on finding creative atypical solutions**	
		(4-5)	**Study the alternatives and future options that may be available in the future**	
		(4-6)	**Provide a broader, more thorough and broader knowledge base for formulating future plans and programs**	
	Enhancing the decentralization of state universities	**(5-1)**	**Participation of employees and faculty members in the leadership elections at the University**	**Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration**
		(5-2)	**Eliminate red tape in the organization and work to fulfill competitiveness and excellence**	
		(5-3)	**Work to provide a state of parity between the new responsibilities and tasks for university employees**	
		(5-4)	**Expand democratization in the management of educational institutions to improve the quality of decision-making and the level of fulfillment**	
		(5-5)	**Improve performance with incentives for employees and faculty members at universities**	
		(5-6)	**Linking university education to the decision-making process and the specifications of employees and faculty members at universities**	

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
Implementing administrative reform in state universities	Development of training in state universities	(6-1)	Implementation of awareness-raising initiatives for university staff and faculty members on the significance of administrative reform	Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration Training centers capacity development at universities
		(6-2)	Working on spreading the culture of change towards implementing administrative reform	
		(6-3)	Developing many different alternatives to solve the problems facing the digital transformation and information technology processes in universities	
		(6-4)	Work on training human cadres to raise their proficiency and develop their skills towards their work	
		(6-5)	Spreading awareness about the objectives, objectives and objectives of the reform	
		(6-6)	Training of faculty members and administrative staff on the use of digital technology	
	Development of performance evaluation systems in state universities	(7-1)	A survey of employees to measure their job satisfaction	Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration
		(7-2)	The existence of continuous mechanisms and methodologies for periodic review, monitoring and performance measurement	
		(7-3)	Developing university regulations and systems and building administrative and financial regulations consistent with the new university system	
		(7-4)	Encouraging administrative staff and faculty members financially and morally to improve their proficiency	
		(7-5)	Announcing the action plan for all administrative staff and faculty members to help them improve their performance	
		(7-6)	Establish criteria for evaluating performance that are clear to everyone and are applied without exception	
Continue to Implementing adminis	Development of Information	(8-1)	The use of many Information Technology programs indispensable for work tasks, whether for the administrative apparatus or for faculty members.	Ministry of Higher Education

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
	Enhancing The organizational development in state universities	(8-2)	Support the administrative reform process in the light of digital management and information transformation.	State universities Departments of faculties The central organ of organization and administration
		(8-3)	Build a strong base of information, skills and knowledge that help employees develop their work and fulfill their objectives.	
		(8-4)	Developing the competences of faculty members and training them using technological means in accomplishing their tasks.	
		(8-5)	Multiple channels of communication between the different departments of the administrative staff each other to exchange information.	
		(8-6)	The number of communication channels between the scientific departments of the faculty to exchange information between each other.	
		(9-1)	Attention of the enterprise to the opinions of employees when making the indispensable decisions	Ministry of Higher Education State universities Departments of faculties The central organ of organization and administration
		(9-2)	The use of experts in administrative work to make rational decisions	
		(9-3)	Encouraging an atmosphere of constructive competition between work teams, known as the merit payment system	
		(9-4)	Motivating employees to research, training, meetings and communication through numerous social networks	
		(9-5)	Prepare the indispensable reports on the proficiency of reform strategies in terms of cost, time and outcomes.	
Continue to Implementing administrative reform in state universities	Strengthening regulatory systems at state universities	(10-1)	Develop a set of controls and control procedures to follow up the work progress on a daily basis within the university institution to minimize mistakes as much as possible and avoid repeating them in the future with the interest of university leaders to develop self-control among the individuals working with them	Ministry of Higher Education State universities Departments of faculties The central organ of

The Objectives	Techniques		Proposed activities	Proposed implementing agencies
		(10-2)	Enacting strict legislation that limits the moral failure of university administrative staff	organization and administration Regulatory bodies
		(10-3)	Holding periodic meetings to discuss the control, follow-up, evaluation and accounting systems that will be applied, so that they are announced to everyone	
		(10-4)	Preparation of reports of internal and external regulatory bodies	
		(10-5)	The University applies deterrent legal measures to defaulters in their duties	
		(10-6)	Selection of administrative leaders by conducting elections and voting on them by members of the administrative staff and faculty members of the college	
		(10-7)	Paying attention to modeling at work and preparing second-grade leaders for employees, whether in the administrative apparatus or in colleges	

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