Administrative Governance between Reality and Application in Saudi Universities: A Case Study of Imam Muhammad bin Saud Islamic University from the Perspective of its Faculty Members

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Abstract. The study aimed to explore the reality and application of administrative governance in Saudi universities, focusing on Imam Muhammad bin Saud Islamic University. To achieve the study's objectives, the researcher used the descriptive-analytical method and relied on a questionnaire as the main tool for field study. The questionnaire consisted of 43 items addressing governance principles. The results concluded that the six dimensions of administrative governance (participation, responsibility, independence, professional behavior and work ethics, disclosure and transparency, and strategic vision) were highly present at Imam Muhammad bin Saud Islamic University at an overall rate of 84%, with a general mean of (4.19).

The principles of governance were ranked based on their application, as follows:

1. Strategic Vision ranked first with a mean of 4.59 (92%) and a very high level of availability.
2. Responsibility ranked second with a mean of 4.30 (85%) and a very high level of availability.
3. Professional Behavior and Work Ethics ranked third with a mean of 4.21 (84%) and a very high level of availability.
4. Independence ranked fourth with a mean of 4.20 (84%) and a high level of availability.
5. Disclosure and Transparency ranked fifth with a mean of 4.12 (82%) and a high level of availability.
6. Participation ranked last with a mean of 3.72 (74%) and a high level of availability.

Also the study found no statistically significant differences at the significance level ($\alpha = 0.05$) in the degree of governance principles' availability due to variables of gender (male/female) or years of teaching experience.

Keywords: Administrative Governance, Governance, Imam Muhammad bin Saud Islamic University, Participation, Independence, Responsibility.

1. CHAPTER ONE: GENERAL FRAMEWORK OF THE STUDY

1.1. Introduction

Saudi Arabia's Vision 2030 emphasizes the importance of administrative governance in Saudi universities, highlighting principles such as participation in decision-making and enhanced accountability. Despite the growing focus, studies have shown that universities still require development in governance practices.

This study sheds light on the extent to which administrative governance principles are applied in Saudi universities, particularly at Imam Muhammad bin Saud Islamic University. It explores governance principles' prioritization and application from faculty members' perspectives.

1.2. Research Problem

Previous studies revealed that Saudi universities face challenges in applying governance principles, impacting their administrative and educational outcomes. This study aims to assess the current application of governance principles at Imam Muhammad bin Saud Islamic University and to identify obstacles hindering their implementation. and suggest appreciate solutions in light of the study results.

1.3. Research Questions

1. What is the current application status of administrative governance principles at Imam Muhammad bin Saud Islamic University?

2. How are the governance principles prioritized by importance at Imam Muhammad bin Saud Islamic University?

3. Are there statistically significant differences in governance principles' application based on gender or teaching experience?

4. What recommendations can enhance the implementation of governance principles at Imam Muhammad bin Saud Islamic University?

1.4. Research Objectives

1. Assess the extent of administrative governance application at Imam Muhammad bin Saud Islamic University.

2. Examine the differences in governance principles' application based on gender and teaching experience.

3. Propose actionable recommendations for improving governance practices in Saudi universities.(Imam Muhammad bin Saud Islamic University).

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1.5. Importance of the Study

The importance of the study stems from the following:

Scientific importance:

Addressing the topic of administrative governance in particular in Saudi universities, which is one of the main approaches to keeping pace with the challenges that must be consistent with future visions and aspirations.

Practical importance:

1- The study is a response to the recommendations related to achieving a comprehensive and integrated development of the educational system.

2- Providing recommendations that benefit from this.

1.6. Methodology

The researcher in this study will follow (the descriptive analytical approach and case study), and the data will be obtained from the questionnaire that was circulated to foreign faculty members at Imam Muhammad bin Saud Islamic University (primary information).

In addition to books, magazines, articles, published research and websites (secondary information and data).

1.7. Study Boundaries

The scope of this study is defined by the following boundaries:

1. Subject Boundaries:

The study focuses on identifying the reality of applying the six governance principles at Imam Muhammad bin Saud Islamic University.

2. Spatial Boundaries:

The fieldwork for this study is limited to Imam Muhammad bin Saud Islamic University.

3. Temporal Boundaries:

The study's field tool (questionnaire) was applied during the 2024 academic year.

1.8. Study Population and Sample

The field study population consists of 3,351 faculty members at Imam Muhammad bin Saud Islamic University, distributed across various institutes and colleges. The study focused on the main campus colleges of the university. Out of this population, approximately 402 faculty members responded, forming the study sample.

1.9. Study Terminologies

1.9.1. Participation

Providing opportunities for all relevant individuals to take part in decision-making processes related to policies, objectives, programs, and establishing work regulations in various aspects.

1.9.2. Responsibility:

The authority granted to an individual, making them accountable for their assigned duties. Responsibility is meaningless without accountability.

1.9.3. Independence:

The organization's ability to manage its affairs entirely, enabling it to achieve its goals without external interference.

1.9.4. Professional Behavior and Work Ethics

Integrity and credibility in all dealings, ensuring fairness and impartiality without favoritism.

1.9.5. Disclosure and Transparency

Clarity and openness in providing necessary information to stakeholders promptly.

1.9.6. Strategic Vision

Enabling organizations to identify and respond to environmental changes, set clear objectives and priorities, and allocate resources effectively to achieve those objectives.

1.10. Previous Studies

This section reviews selected studies on governance in universities and educational institutions, arranged chronologically from most recent to oldest.

1. Al-Zahrani and Badaoud (2023)

Title: The Reality of Administrative Governance Implementation at King Abdulaziz University

Objective: Examined administrative governance dimensions—transparency, accountability, participation—from faculty members' perspectives.

Findings: Governance implementation was moderate, with significant gender-based differences favoring females.

2. Al-Barki (2023)

Title: The Degree of Practicing Governance Principles in Libyan Higher Education Institutions

Objective: Explored governance principles in Libyan universities based on academic leaders' perspectives.

Findings: Governance principles were practiced at a high level.

3. Al-Asmar (2020)

Title: The Degree of Administrative Governance Practice at Umm Al-Qura University

Objective: Assessed transparency, participation, accountability, and challenges in governance.

Findings: Governance implementation was moderate; strategic vision was rated high, with no significant differences across demographic variables.

4. Al-Shibl (2017)

Title: Governance of Saudi Private Universities in Light of the National Strategy for Integrity and Anti-Corruption

Objective: Identified obstacles to governance in private universities.

Findings: Governance implementation was weak across dimensions.

5. Al-Mufeez (2016)

Title: The Implementation of Governance in Saudi Universities

Objective: Evaluated governance practices and obstacles.

Findings: Governance implementation was moderate.

6. Al-Oraini (2014)

Title: The Reality of Governance Principles Implementation at Imam Mohammad Bin Saud Islamic University

Objective: Evaluated governance principles—transparency, participation, accountability, efficiency, equality.

Findings: Governance implementation was moderate.

7. Milles (2010)

Title: Students' Attitude Towards Governance and Its Impact on Economic Projects

Objective: Studied governance's relationship with students' attitudes and economic activities.

Findings: Strong governance improves economic competitiveness, while corruption reduces efficiency and innovation.

8. Land & Lee (2010)

Title: Faculty Perceptions of Participation and Leadership in Taiwanese Universities

Objective: Compared governance trends in Taiwan and the U.S.

Findings: Taiwanese reforms aligned with global trends but faced democracy-efficiency balance issues, unlike the U.S.'s established shared governance model.

9. KPIS (2009)

Title: Key Performance Indicators for Governance in Malaysian Public Universities

Objective: Identified leadership traits and governance success factors.

Findings: Transparency, trust, and leadership qualities (communication, relationship-building, management skills) were key to successful governance.

1.11. Commentary on Previous Studies and Distinction of the Current Study

Through a review of previous studies, it is evident that they addressed different aspects of administrative governance in universities. This section highlights the similarities and differences between these studies and the current study while emphasizing the unique contributions of the latter.

1.11.1. Similarities

1. Focus on Administrative Governance:

Aligned with studies like Al-Oraini (2014) and Al-Shibl (2017) on governance in Saudi universities.

2. Use of Questionnaires:

Shares the methodological approach of studies such as Al-Zahrani and Badaoud (2023) and Al-Barki (2023).

3. Focus on Saudi Universities:

Similar to Al-Oraini (2014) and Al-Shibl (2017).

1.11.2. Differences

1. Governance Dimensions:

Broader scope compared to Al-Zahrani and Badaoud (2023) and Al-Oraini (2014), addressing six dimensions: responsibility, participation, transparency, strategic vision, independence, and ethics.

2. Temporal Relevance:

Updates findings on Imam Mohammad Ibn Saud Islamic University, making it more relevant than Al-Oraini

(2014).

3.Multivariable Analysis:

Examines variables like teaching experience and gender, unlike earlier studies.

4.Proposing Solutions:

Uniquely offers actionable recommendations to improve governance.

1.12. Distinction of the Current Study

1.Comprehensive approach with broader governance dimensions.

2.Updates findings on governance practices at Imam Mohammad Bin Saud Islamic University.

3.Combines theoretical insights with practical solutions to enhance governance.

1.13. Conclusion

The current study builds upon and expands previous research by combining theoretical depth with fieldwork insights. It not only addresses existing gaps but also adds practical value through its focus on improving administrative governance in Saudi universities. This makes it a significant and valuable addition to the academic and administrative discourse.

2. CHAPTER TWO: THEORETICAL FRAMEWORK OF THE STUDY

Governance generally refers to the management system that organizes, facilitates, and ensures decision-making in an efficient and responsible manner. It has gained significant attention in recent years across all sectors, both public and private, particularly in the educational sector.

2.1. Section One: Governance
2.1.1. First: Definition of Governance

- Linguistically: The term "governance" is defined by the Al-Mawrid Dictionary (Munir Al-Baalbaki, 2014) as controlling, managing, ruling, or regulating.
- Terminological: The International Finance Corporation (IFC) defines governance as "the structures and processes that guide and control companies."
- The World Bank defines it as the way power is exercised in managing a country's economic and social resources (Al-Ghamdi, 2022).
- The Organization for Economic Cooperation and Development (OECD) defines governance as a system through which institutions are directed and monitored. Corporate governance, specifically, refers to the proper practice of management powers, based on laws, standards, and rules that define the relationship between management on the one hand and stakeholders on the other (Al-Khalawi et al., 2017).
- Administrative governance refers to the rules and procedures that determine decision-making and monitor operations within an institution (Yarqi & Abdul Samad, 2011).

2.1.2. Second: Governance System

The governance system is the framework (laws, regulations, monitoring, and evaluation mechanisms) that defines the structures, functions, and mechanisms an institution uses to achieve its goals, ensuring integrity and effectiveness in decision-making.

2.1.3. Third: Objectives of Governance

Both Kafi (2013) and Jubair (2008) agree that the objectives of governance include the following:

- Transparency, fairness, and protection of shareholders' rights.
- Establishing controls and rules that grant the management accountability.
- Enhancing investors' trust in the institution's policies.
- Encouraging savings and maximizing profitability.
- Effective and good monitoring of performance and combating unacceptable behaviors.

2.1.4. Fourth: Types of Governance (Academy of IBS Training, 2024)

1. Comprehensive Governance: This includes all political, social, and economic aspects and is a comprehensive system that organizes processes and structures within society, directing political, social, and economic relationships.

2. Political Governance: Refers to the enactment of laws and regulations within institutions.

3. Economic Governance: Involves financial and economic activities within various institutions. Economic governance is a fundamental pillar for achieving sustainable development and creating just and prosperous societies.

4. Administrative Governance: Administrative governance is a comprehensive system that defines the relationship between those in charge of work in institutions and their clients. It includes a set of laws,

regulations, and practices that organize workflow within institutions and determine the responsibilities and powers of each party.

2.1.5. Objectives of Administrative Governance
- Ensuring fair and transparent relationships between institutions and their clients.
- Improving the efficiency and effectiveness of operations within institutions.
- Strengthening trust between institutions and their clients.
- Protecting the interests of all stakeholders.

2.16. Electronic Governance
Electronic governance is a new approach in government work that utilizes information and communication technologies to manage the public affairs of the state and its citizens. Its key objectives are as follows:
- Simplifying interactions between the government, citizens, and private institutions.
- Providing integrated and timely information to all responsible officials.
- Enhancing the performance of government agencies through automation of processes and increasing efficiency and productivity.
- Facilitating citizens' access to services and reducing their costs.
- Promoting transparency in dealings.
- Reducing employee involvement in filling out paper forms.

2.1.7. Fifth: Principles and Foundations of Governance
1. Principle of Participation: This means providing the opportunity for all relevant individuals to participate in decision-making regarding policies, goals, programs, and establishing rules for work in various aspects.

2. Principle of Responsibility: This refers to the authority a person holds, meaning that employees are held accountable for what they are authorized to do. There is no answerability without responsibility, and no focus on responsibility if there is no answerability.

3. Principle of Independence: This means that the organization should have full control over its affairs, allowing it to achieve its goals without external interference.

4.Principle of Disclosure and Transparency: This refers to clarity, disclosure, and providing necessary information to stakeholders in a timely manner.

5.Principle of Professional Behavior and Work Ethics: This involves integrity and credibility in all dealings with everyone, without favoritism or bias.

6. Principle of Strategic Vision: This allows organizations to identify environmental changes and respond to them, set clear goals and priorities, and allocate resources to achieve those objectives.

2.2. Section Two: Governance at Imam Muhammad Bin Saud Islamic University
2.2.1. First: Introduction to Imam Muhammad Bin Saud Islamic University
Imam Muhammad Bin Saud Islamic University was established in 1373 AH, initially represented by the College of Sharia. It developed into a full-fledged university in 1394 AH. The university has four centers, two institutes, four main agencies, five deanships, and 21 departments.

2.2.2. Second: The Main Educational Units of the University
The following table illustrates the main educational units of the university:

Table 1: The Main Educational Units of Imam Muhammad bin Saud Islamic University.

Educational Units	Numbers	Scientific Departments
colleges at the main university campus	14	61 Bachelor's Degree
		52 Master's Degree
Colleges at the university's local branches	1	-
Higher Institutes	5	12

Source: Imam Muhammad bin Saud Islamic University.

Table 1, shows that the number of colleges at the university amounts to 20 colleges, both inside and outside the Kingdom of Saudi Arabia. These include 61 Bachelor's Degree departments, 52 Master's Degree departments, and 12 departments within the university's institutes.

Table 2: university colleges.

Colleges	Scientific Departments (Bachelor's)	Scientific Departments(postgraduate)
Sharia	3	3
Fundamentals of religion	5	5
Arabic language	2	2
Languages and translation	2	7
Business	6	3
Computer science	4	3
Sciences	4	4
Social sciences	4	6
Media and communication	5	5
Engineering	6	-
Medicine	16	-
Education	-	5
Applied sciences	-	9
Nursing	4	-
Total 14 colleges	61	52

Source: Imam Muhammad bin Saud Islamic University.

2.2.3. Third: Colleges of Imam Muhammad bin Saud Islamic University

Table 2, shows that the number of academic departments for Bachelor's Degree studies at the university is 61, while the number of academic departments for Master's Degree studies is 52

2.2.4. Fourth: Student Numbers at Imam Muhammad bin Saud Islamic University

The student numbers at the university are illustrated in the following table:

Table 3:

Doctorate (PhD)	Master's Degree	Higher Diploma	Bachelor's Degree (Full Time)	Bachelor's Degree (Distance learning)	Intermediate Diploma
3010	3177	228	59893	10229	5026

Source: Imam Muhammad bin Saud Islamic University.

Table 3, shows that the number of doctorate students at the university reached 3010, while the number of master's students amounted to 3177. The number of Bachelor's Degree (Full Time) students totaled 59893, whereas the number of Bachelor's Degree (Distance Learning) students was 10299. Additionally, the number of intermediate diploma students reached 5026.

Table 4:

Administrative Jobs	Teaching jobs	Health jobs	Salary items	Users
3468	249	92	89	161

Source: Imam Muhammad bin Saud Islamic University.

2.2.5. Fifth: Administrative Job Numbers at Imam Muhammad bin Saud Islamic University

Table 4, shows that the number of administrative jobs at the university reached 3468, while the number of teaching jobs totaled 249. The number of health jobs at the university was 92, and the number of salary items was 89, and number of users amounted to 161.

Table 5:

Professor	Associate Professor	Assistant Professor	Lecturer	Teaching Assistant
383	530	1182	993	333

Source: Imam Muhammad bin Saud Islamic University.

2.2.6. Sixth: Faculty Numbers at Imam Muhammad bin Saud Islamic University

Table 5, shows that the number of faculty members holding the position of Professor is 383, while those holding the position of Associate Professor total 530. The number of Assistant Professors amounts to 1182, while the number of Lecturers is 993, and the number of Teaching Assistants is 333.

2.2.7. Seventh: The Concept of Governance in Universities

Al-Zumayti (2019) defines governance in universities as the university's ability to manage its colleges, departments, and activities by formulating its strategic plan, implementing it, monitoring its mechanisms, assessing its performance methods, and developing its organizational and administrative structures.

Meanwhile, Al-'Oraini (2014) sees governance as the university's ability to achieve its goals with a high level of quality and improve its performance by following effective plans and appropriate methods through sound management practices.

2.2.8. Eighth: Objectives of University Governance

The objective of governance in universities is to combat corruption or prohibited violations by applying laws and regulations to all staff members objectively.

It aims to improve academic and administrative practices and ensure the effectiveness of decisions within the university.

Al-'Oraini (2014) summarized the objectives of implementing governance in universities as follows:

- Ensuring transparency, disclosing information, and facilitating its continuous flow, which allows staff members to carry out their work efficiently while reducing capital costs, minimizing waste, and improving resource investment.
- Promoting development, sustainable growth, and increasing productivity.
- Enhancing the university's performance and output by ensuring effective monitoring and supervision.
- Granting accountability rights to all stakeholders within the university.
- Strengthening the effectiveness of the university and achieving the highest levels of internal and external efficiency.
- Enhancing decision-making effectiveness through the participation of everyone—students, faculty members, and administrators—in the decision-making process.
- Adhering to the application of laws and regulations objectively, which should serve as a guide for all university staff to ensure equality and fairness for all.

2.2.9. Ninth: The Importance of Implementing Governance in Universities (Barakat & Rahhal, 2018)

1. Enhancing the university's capability and academic credibility.
2. Combating financial and administrative corruption.
3. Increasing trust among all concerned parties.
4. Developing and improving university performance.
5. Assisting university management in building an appropriate strategy that ensures effective decision-making.

2.2.10. Tenth: The General Directorate of Governance, Risks, and Compliance (Imam University Website, 2024)

This department is responsible for developing the university's strategies, plans, programs, methodologies, regulations, guidelines, and performance indicators related to identifying, assessing, and preventing risks. It also focuses on planning for emergencies, crises, and disasters, responding to them, recovering from them, ensuring business continuity, and minimizing their impact and disruption to operations.

Additionally, it provides systematic support and training to the university departments to help raise awareness about risk management, emergencies, and business continuity. This is aimed at identifying potential future risks that could affect the university's goals, analyzing and evaluating them based on various factors, and taking steps to avoid and successfully manage them. The department also ensures preparedness for emergencies, response, and recovery, which enhances the university's resilience in facing emergencies and maintaining the sustainability and continuity of operations, ultimately supporting the achievement of the university's strategic goals and core values.

2.2.11. Eleventh: Risk Management at Imam Muhammad bin Saud Islamic University

Risk management at the university is concerned with developing appropriate policies and procedures for managing risks. It also provides systematic support and training to various university departments to enhance efficiency and identify, analyze, and assess potential future risks that could impact the university's goals. This approach leads to the following outcomes:

- Achieving strategic goals without setbacks.
- A high level of answerability for everyone.
- Making more effective decisions through a better understanding of exposure to risks.
- Creating an outstanding environment to deliver services at the right time.
- Protecting the university's reputation, assets, properties, and various resources.
- Meeting the requirements of both direct and indirect stakeholders.

2.2.12. Twelfth: Risk Classifications (Imam University Website, 2024)

1. Academic Risks: Risks arising in the field of academic transactions.
2. Financial Risks: Risks arising in financial transactions.
3. Human Resources Risks: Risks related to human resources, including faculty members, administrators, and technical staff.
4. Reputation Risks: Risks associated with the university's reputation.
5. Legal Risks: Risks related to legal matters.

6. Information Technology and Cyber security Risks: Risks related to technical matters within the university.

7. Projects Risks: Risks associated with university projects.

8. Health Risks: Risks related to health matters within the university.

9. Medical Risks: Risks related to medical matters within the university.

10. Emergency and Disaster Risks: Risks associated with public disasters.

3. CHAPTER THREE: FIELD STUDY

3.1. First: Study Population

The population of the field study consists of faculty members at Imam Muhammad bin Saud Islamic University, totaling 3,375 faculty members, distributed across various institutes and colleges. In our study, we focused on the colleges of the university's main campus. A total of approximately 302 faculty members responded, forming the study sample. Below is a detailed description of the responding study population by gender.

Table 6: Responding Faculty Members by Gender (Male, Female).

No.	Gender	Number	Response Rate
1.	Male	159	53%
2.	Female	143	47%
Total		302	100%

Note: *prepared by the researcher.

Table 6, shows that the number of male faculty members who responded at Imam Muhammad bin Saud Islamic University was 159, accounting for 53% of the study population. Meanwhile, the number of female faculty members who responded was 143, representing 47% of the total respondents, which amounts to 302 faculty members in total.

Table 7: Responding Faculty Members by Years of Experience.

Years of experience	Number	Percentage
Less than 5 years	6	2%
5 to 10 years	32	11%
More than 10 years	264	87%
Total	302	100%

Note: *prepared by the researcher.

Table 7, shows that the distribution of the responding faculty members at Imam Muhammad bin Saud Islamic University based on years of experience. 6 members (2%) have less than 5 years of experience, 32 members (11%) have 5 to 10 years of experience, and 264 members (87%) have more than 10 years of experience.

3.2. Second: Study Tool

In addition to the content analysis and the primary data collected from the study sample based on gender and years of experience, the questionnaire will serve as the primary tool for this study. The questionnaire consists of 43 questions that address the six principles of governance. The following table illustrates the distribution of the items across the sections of the questionnaire, with special attention given to ensuring that the statements are clear and unambiguous.

Table 8: Distribution of Items Across the Six Sections of the Questionnaire.

No.	Principle	Number of Items
1.	Responsibility	10
2.	participation	7
3.	Disclosure and Transparency	7
4.	Independence	6
5.	Professional Behavior and Work Ethics	9
6.	Strategic Vision	4
Total		43

Note: *prepared by the researcher.

Table 8, shows that the distribution of items across the six principles of governance, with each principle having a specific number of items related to it, totaling 43 questions in the questionnaire.

3.3. Third: Validity of the Study Tool

3.3.1. Face Validity

To ensure the face validity of the questionnaire, the initial version was presented to a group of experts and specialists in the field of education to provide their feedback on the questionnaire. Their opinions were sought to verify the appropriateness of its items and the clarity of its language. The necessary adjustments were made based on their suggestions.

3.3.2. Internal Validity

To ensure the internal validity of the questionnaire, the Pearson correlation coefficient was calculated. This was done through a pilot sample of 25 faculty members from Imam Muhammad bin Saud Islamic University, who were not part of the study sample.

The following results were obtained:

Table 9: Pearson Correlation Coefficient Calculation for the Six Axes of the Questionnaire

Axis	Number of statements	Cronbach's Alpha Coefficient
Principle of participation	10	Minimum: 0.529, Maximum: 0.912
principle of responsibility	7	Minimum: 0.601, Maximum: 0.921
Principle of independence	9	Minimum: 0.621, Maximum: 0.959
Principle of Disclosure and Transparency	9	Minimum: 0.619, Maximum: 0.921
Principle of Professional Behavior and work Ethics	8	Minimum: 0.510, Maximum: 0.854
Principle of Strategic Vision	4	Minimum: 0.633, Maximum: 0.821

Note: The reliability coefficients are statistically significant at the ($\alpha = 0.01$).
*prepared by the researcher.

Table 9, shows that all values of the Pearson Correlation coefficients for the six dimensions (Participation, Responsibility, Independence, Professional Behavior and Work Ethics, Disclosure and Transparency, Strategic Vision) ranged between 0.510 and 0.959.

3.4. Fourth: Instrument Reliability

The researcher will verify the reliability of the instrument (questionnaire) by calculating Cronbach's alpha coefficient and the Index of Self-Validation for the pilot sample consisting of (25) faculty members from Imam Muhammad bin Saud Islamic University, outside the original study sample.

3.4.1. Cronbach's Alpha Coefficient

The value of Cronbach's alpha ranged between (0.586) at its lowest and (0.971) at its highest, as shown in the table below:

Table 10: Cronbach's Alpha Reliability Coefficients for the Six Axes of the Questionnaire.

Axis	Number of statements	Cronbach's Alpha Coefficient
Principle of participation	10	Minimum: 0.671, Maximum: 0.940
principle of responsibility	7	Minimum: 0.586, Maximum: 0.962
Principle of independence	9	Minimum: 0.664, Maximum: 0.884
Principle of Disclosure and Transparency	9	Minimum: 0.613, Maximum: 0.971
Principle of Professional Behavior and work Ethics	8	Minimum: 0.612, Maximum: 0.781
Principle of Strategic Vision	4	Minimum: 0.689, Maximum: 0.941

Note: The reliability coefficients are statistically significant at the ($\alpha = 0.01$).
*prepared by the researcher

Table 10, shows that all values of the reliability coefficients for the six dimensions (Participation, Responsibility, Independence, Professional Behavior and Work Ethics, Disclosure and Transparency, Strategic Vision) ranged between 0.586 and 0.971. All of these are high values, indicating that the questionnaire has high reliability coefficients, and therefore, we can trust the results.

3.4.2. Self-Validation Index

The self-validation index was calculated by taking the square root of the reliability coefficient, as shown in the table below.

Table 11: Self-Validation Index for the Six Axes of the Questionnaire.

Axis	Number of Statements	Self-Validation Index
Principle Of participation	10	Minimum: 0.696, Maximum: 0.914
Principle of responsibility	7	Minimum: 0.627, Maximum: 0.946
Principle of Independence	9	Minimum: 0.683, Maximum: 0.959
Principle of Professional Behavior and work Ethics	9	Minimum: 0.664, Maximum: 0.940
Principle of Disclosure and Transparency	8	Minimum: 0.612, Maximum: 0.953
Principle of Strategic Vision	4	Minimum: 0.675, Maximum: 0.810

Note: *prepared by the researcher.

Table 11, shows that all self-validation index values for the six principles (Participation, Responsibility, Independence, Professional Behavior and Work Ethics, Disclosure and Transparency, Strategic Vision) ranged between 0.612 and 0.959. These are all high values, indicating that the questionnaire has a high degree of reliability and validity. This confirms that the questionnaire is trustworthy, and we can trust its results.

3.5. Fifth: The Study Tool Scale (Questionnaire)

The researcher will use five-point likert scale as shown in the table below:

Table 12: Criteria for Judging the Arithmetic Mean of Responses According to the Five- Point Likert Scale.

Arithmetic Mean	Score	Response Degree	Level
4.21–5	5	strongly Agree	Very High
3.41–4.20	4	Agree	High
2.61–3.40	3	Neutral	Moderate
1.81–2.60	2	Disagree	Low
1–1.80	1	Strongly Disagree	Very Low

Note: *prepared by the researcher.

According to the above five-point Likert scale, the response range will be (5-1 = 4), resulting in a category length of 5 ÷ 4 = 0.8.

Table 12, shows the criteria for evaluating the mean response based on the five-point Likert scale according to the levels of agreement.

3.6. Sixth: Implementation

The questionnaire was administered electronically to the study sample (faculty members at Imam Mohammad Bin Saud Islamic University) using Google Forms.

3.7. Seventh: Statistical Analyses Used in the Study

To answer the research questions, the Statistical Package for the Social Sciences (SPSS) was used to analyze the data and extract the results. The following statistical tests were utilized:

- Arithmetic mean
- Standard deviation
- Coefficient of variation

Along with ranking each of the six governance principles. The researcher also utilized the t-test to examine the significance of differences between the arithmetic means regarding the availability of governance principles in Saudi universities (Imam Mohammad Bin Saud Islamic University). This aimed to determine whether there were statistically significant differences at the level (a = 0.05) in the availability of governance principles in the performance of Saudi universities (Imam Mohammad Bin Saud Islamic University) attributed to the variables of teaching experience years or gender (male/female).

3.8. Eighth: Discussion of Results with Interpretation for Each Finding

Question 1: What is the current state of implementing the principles of administrative governance in Saudi universities (Imam Muhammad Bin Saud Islamic University)?

The following tables (from Table 18 to Table 23) present the answer to this question:

Table 13: Calculation of the arithmetic mean, standard deviation, and coefficient of variation (Including the degree, rank, and percentage) for the statements in the first dimension, the Principle of Participation.

No	Statement	Mean	Standard Deviation	%	Coefficient of Variation	Availability Degree	Rank
1.	The university allows all its employees to discuss the problems they face and ways to solve them	4	0.92	80%	23%	High	2
2.	Employees are involved in the development and formulation of systems and regulations	3.89	1.01	78%	25%	High	3
3.	The university allows employees to participate in decision-making related to their work	3.51	1.12	70%	31%	High	6
4.	The university provides employees the opportunity to participate in setting performance evaluation criteria	3.26	0.76	65%	34%	Medium	7
5.	The university handles suggestions and complaints professionally	4.12	0.97	81%	23%	High	1
6.	The university provides the external community with the opportunity to participate in the development of its educational services	3.68	1.09	74%	29%	High	4
7.	The university involves faculty members in decision-making regarding its future vision	3.59	1.16	72%	32%	High	5
		3.72	1.01	74%	28%		

Not: *Prepared by the researcher.

Table 13, shows that the overall average mean for the principle of participation reached (3.72), with a percentage of (74%) and a medium level of availability.

The ranking of the principle's statements is as follows:

In the first place, the statement "The university handles suggestions and complaints professionally" ranked highest, with a mean of (4.12), a percentage of (81%), and a high level of availability.

- Meanwhile, the statement "The university provides employees the opportunity to participate in setting performance evaluation criteria" ranked last, with a mean of (3.26), a percentage of (65%), and a medium level of availability.

Table 14: Calculation of the arithmetic mean, standard deviation, coefficient of variation (With the degree, rank, and percentage identified) for the statements in the second dimension, the principle of responsibility.

No.	Statement	Mean	Standard Deviation	%	Coefficient of Variation	Availability Degree	Rank
1.	Employees at the university excel in their ability to take responsibility under all work conditions	4.57	0.69	91%	15%	Very High	2
2.	There are clear standards for evaluating academic and administrative performance.	4.46	0.82	89%	18%	Very High	5
3.	Responsibilities and authorities are clearly defined for employees.	4.62	0.64	92%	14%	Very High	1
4.	Employees in the university are aware of their rights and duties.	4.53	0.79	90%	17%	Very High	3
5.	The university ensures the full implementation of its regulations without selectivity.	4.52	0.82	90%	18%	Very High	4
6.	The university promotes self-monitoring approach among its members.	3.51	1.19	70%	33%	High	10
7.	There is a clear accountability system that applied to all employees.	4.17	1.07	82%	25%	High	8
8.	Employees have the necessary authority to make decisions related to their work.	4.02	1.09	80%	27%	High	9
9.	The necessary protection and guarantees are provided for those who report violations.	4.42	0.95	88%	21%	Very High	6
10.	The university applies appropriate sanctions based on the results of administrative accountability	4.18	1.04	82%	24%	High	7
	Average	4.30	0.91	85%	20%	Very High	

Note: *prepared by the researcher.

Table 14, shows that the overall average mean for the principle of responsibility reached (4.30), with a percentage of (85%) and a very high level of availability.
The ranking of the principle's statements is as follows:

In the first place, the statement "Responsibilities and authorities are clearly defined for employees" ranked highest, with a mean of (4.62), a percentage of (92%), and a very high level of availability. Meanwhile, the statement "The university promotes self-monitoring approach among its members" ranked last, with a mean of (3.51), a percentage of (70%), and a high level of availability.

Table 15: Illustrates the calculation of the arithmetic mean, standard deviation, coefficient of variation (with the degree, rank, and percentage specified) for the items of the third axis: the principle of independence.

No.	Statement	Mean	Standard Deviation	%	Coefficient of variation	Availability Degree	Rank
1.	The university's regulations and policies are approved by its board Directors.	4.15	1.09	82%	28%	High	5
2.	The university has independence in making its administrative decisions.	4.01	1.03	80%	25%	High	6
3.	The university Has full independence in managing its financial resources.	4.41	0.69	88%	16%	Very High	1
4.	The university administration has independence in making its financial decisions.	4.39	0.92	87%	21%	Very High	2
5.	The university provides academic freedom to its faculty members.	3.89	1.01	78%	26%	Medium	7
6.	The process of appointing faculty Members in the university is free from any external interference.	4.32	0.89	86%	21%	Very High	3
7.	The process of appointing administrative Staff in the university is free from any external interference.	4.26	0.82	85%	19%	Very High	4
	Average	4.20	0.92	84%	22%	High	–

Note: *prepared by the researcher.

Table 15, shows that the overall average mean for the principle of independence reached (4.20), with a percentage of (84%) and a high level of availability.
The ranking of the principle's statements is as follows:

In the first place, the statement "The university Has full independence in managing its financial resources." ranked highest, with a mean of (4.41), a percentage of (88%), and a very high level of availability.

Meanwhile, the statement "The university provides academic freedom to its faculty members" ranked last, with a mean of (3.89), a percentage of (78%), and a high level of availability.

Table 16: Illustrates the calculation of the arithmetic mean, standard deviation, and coefficient of variation (along with specifying the level, rank, and percentage) for the statements of the fifth axis: Principle of Disclosure and Transparency.

No.	Statement	Mean	Standard Deviation	%	Coefficient of variation	Availability Degree	Rank
1.	The university provides sufficient and transparent information about its objectives and future plans.	4.53	0.70	91%	15%	Very High	4
2.	The university discloses the criteria used for filling administrative positions.	3.41	1.12	68%	33%	High	8
3.	The university announces the criteria for selecting and appointing faculty members.	4.01	0.92	80%	23%	High	6
4.	The university provides the information needed by other relevant entities in a timely manner.	4.12	0.88	82%	21%	High	5
5.	The university ensures regular updates of the information and data on its website.	4.89	0.51	98%	10%	Very High	1
6.	The university informs its employees about the results of performance evaluations.	3.59	1.11	72%	31%	High	7
7.	The university provides a clear and transparent mechanism for assuming leadership, academic, and administrative positions.	3.22	1.32	64%	31%	Medium	9
8.	The university's salary and incentive systems are clear, well-known, and understandable to everyone.	4.65	0.62	93%	13%	Very High	3
9.	The university provides a database of all its employees.	4.68	0.68	94%	15%	Very High	2
Average		4.12	0.87	82%	21%	High	-

Note: *prepared by the researcher.

Table 16, shows that the overall mean for the principle of disclosure and transparency was (4.12), corresponding to a percentage of (82%) and classified as a high level of availability.

The ranking of the principle's statements was as follows:

In the first place, the statement "The university ensures regular updates of the information and data on its website." ranked highest with a mean score of (4.89), equivalent to a percentage of (98%) and classified as a very high level of availability.

On the other hand, the statement "The university provides a clear and transparent mechanism for assuming leadership, academic, and administrative positions" ranked last with a mean score of (3.22), corresponding to a percentage of (64%) and classified as a moderate level of availability.

Table 17: Illustrates the calculation of the arithmetic Means, Standard Deviations, and Percentages of the Items of the Fourth Axis: the Principle of Professional behavior and Work Ethics.

No.	Statement	Mean	Standard Deviation	%	Coefficient of Variation	Availability Degree	Rank
1.	The university has an approved charter for professional conduct and work ethics.	4.23	0.94	85%	22%	Very High	3
2.	The university promotes the principles of applying the ethical charter among its employees.	4.02	1.04	80%	26%	High	3
3.	The university adheres to conducting its activities without actions that conflict with its interests.	4.25	0.93	85%	22%	Very High	2
4.	In its dealings with its employees, the university adheres to work ethics.	4.52	0.71	90%	18%	Very High	1
5.	The university constantly strives to promote a culture of governance among its employees.	4	1.03	80%	26%	High	6
6.	University employees avoid favoritism and nepotism.	4.21	0.98	83%	23%	Very High	4
Average		4.21	0.94	84%	22%	Very High	-

Note: *prepared by the researcher.

Table 17, shows that the overall average mean for the principle of professional behavior and work ethics reached (4.21), with a percentage of (84%) and a very high level of availability.

The ranking of the principle's statements is as follows:

In the first place, the statement "In its dealings with its employees, the university adheres to work ethics." ranked highest, with a mean of (4.52), a percentage of (90%), and a very high level of availability.

Meanwhile, the statement "The university constantly strives to promote a culture of governance among its employees." ranked last, with a mean of (4), a percentage of (80%), and a high level of availability.

Table 18: Illustrates the arithmetic means, standard deviations, and percentages for the statements related to the sixth axis: Principle of Strategic Vision:

No.	Statement	Mean	Standard Deviation	%	Coefficient of Variation	Availability Degree	Rank
1.	The university's strategic plan is linked to its vision, mission, and goals.	4.68	0.59	94%	13%	Very High	1
2.	The university has a clear operational plan linked to its strategic plan.	4.58	0.81	92%	18%	Very High	3
3.	The university has flexible strategies for its organizational and administrative structures.	4.51	0.69	90%	15%	Very High	4
4.	The university's budget is effectively utilized according to development and improvement plans.	4.61	0.63	92%	14%	Very High	2
Average		4.59	0.73	92%	16%	Very High	-

Note: *prepared by the researcher.

Table 18, shows that the overall mean for the principle of strategic vision reached (4.59), corresponding to a percentage of (92%) and classified as a very high level of availability.
The ranking of the principle's statements was as follows:
In the first place, the statement "The university's strategic plan is linked to its vision, mission, and goals." ranked highest with a mean score of (4.68), equivalent to a percentage of (94%) and classified as a very high level of availability.
On the other hand, the statement "The university has flexible strategies for its organizational and administrative structures." ranked last with a mean score of (4.51), corresponding to a percentage of (90%) and classified as a very high level of availability.

Table 19: Illustrates the response levels to the study's questions in aggregate.

Response type	Number of responses	Percentage
Very High Response	22	51%
High Response	18	42%
Moderate Response	3	7%
Low Response	0	-
Very Low Response	0	-
Total	43	100%

Note: *prepared by the researcher.

3.9. Percentages Of Research Community Responses to the Study Questions in Aggregate
Table 19, shows that the number of "Very High" responses from the research community to the overall research questions reached (22) responses, representing (51%), which is a very high percentage. This indicates the strong presence of administrative governance principles at Imam University.
Meanwhile, the number of "High" responses was (18), constituting (42%) of the total (43)
responses. The number of "Moderate" responses was (3), representing (7%), while the
"Low" and "Very Low" responses accounted for (0) responses.

3.10. Summary of the Results for the First Question
Analysis Summary from Tables (18) to (23):
1. Administrative Governance Principles at Imam Muhammad bin Saud Islamic University
The principles of administrative governance at the university were found to be highly prevalent, with an overall mean of (4.19) and a percentage of (84%). This reflects the university's efforts in recent years to enhance and strengthen administrative governance across all its activities. Notable initiatives include:

- The Ninth Council of the University's Board of Trustees (dated 14/9/1445) approved the Organizational Framework for Governance of Committees at the university.
- The University Vision 2025 outlined a summary of the Governance Framework for Strategic Planning, aimed at defining and regulating relationships among key stakeholders in managing strategic initiatives and projects. This framework ensures institutional efficiency, improves coordination, and enables the Strategic Planning Directorate to provide effective support to relevant entities within the university to achieve strategic goals.
- Comparison with Previous Studies
- Al-Oraini Study (2014): Conducted at the same university (Imam Muhammad bin Saud Islamic University), this study found that the implementation of governance principles across all dimensions (transparency, participation, accountability, effectiveness, and equality) was at a moderate level, contrasting with the high level observed in this study.
- Al-Asmar Study (2020): Conducted at Umm Al-Qura University, this study concluded that the application of transparency, participation, and accountability principles was moderate. However, it aligned with the

current study in reporting a high level of application for the principle of strategic vision.

3.11. To Answer the Second Research Question

What is the ranking of administrative governance principles based on their importance in Saudi universities (Imam Muhammad bin Saud Islamic University) according to the perspectives of faculty members?

This is illustrated in the following table:

Table 20: Ranking of Administrative Governance Principles by Importance in Saudi Universities (Imam Muhammad bin Saud Islamic University) According to Faculty Members' Perspectives.

Principle	Mean	%	Degree of Availability	Principle Ranking
Principle of Participation	3.72	74%	High	6
Principle of responsibility	4.30	85%	Very High	2
Principle of Independence	4.20	84%	High	4
Principle of Disclosure and Transparency	4.12	82%	High	5
Principle of Professional behavior And Work Ethics	4.21	84%	Very High	3
Principle of Strategic Vision	4.59	92%	Very High	1
Overall Mean For Principles	4.19	84%	High	-

Note: *prepared by the researcher.

Table 20, shows the following regarding the ranking of administrative governance principles in terms of implementation and importance at Imam Muhammad bin Saud Islamic University:

1. Strategic Vision ranked first in terms of implementation and importance, with a mean score of (4.59), a percentage of (92%), and classified as very high availability.

2. Responsibility ranked second, with a mean score of (4.30), a percentage of (85%), and classified as very high availability.

3. Professional behavior and Work Ethics came in third, with a mean score of (4.21), a percentage of (84%), and classified as very high availability.

4. Independence ranked fourth, with a mean score of (4.20), a percentage of (84%), and classified as high availability.

5. Disclosure and Transparency ranked fifth, with a mean score of (4.12), a percentage of (82%), and classified as high availability.

6. Participation ranked sixth and last in terms of implementation and importance, with a mean score of (3.72), a percentage of (74%), and classified as high availability.

To answer the third research question,

The T-test was used to determine whether there are statistically significant differences at a significance level of ($\alpha = 0.05$) in the degree of availability of administrative governance principles in Saudi universities (Imam Muhammad bin Saud Islamic University) attributable to the variables of gender (male/female) or years of teaching experience.

Table 21: T-test Results for Significant Differences in the Degree of Availability of Administrative Governance Principles at Imam Muhammad bin Saud Islamic University Attributable to the Gender Variable (Male/Female).

Principle	Gender	N	Mean	ion	T-Value		
Participation	Male	159	3.73	1	1.87	300	0.69
	Female	143	3.71	1.02			
Responsibility	Male	159	4.28	0.93	1.96	300	0.58
	Female	143	4.32	0.89			
Independence	Male	159	4.24	0.94	1.59	300	0.47
	Female	143	4.16	0.90			
Disclosure and Transparency	Male	159	4.10	0.90	1.24	300	0.28
	Female	143	4.12	0.84			
Professional behavior And Work Ethics	Male	159	4.10	0.91	1.60	300	0.41
	Female	143	4.32	0.97			
Strategic Vision	Male	159	4.63	0.70	1.53	300	0.37
	Female	143	4.55	0.76			

Note: At the significance level (a=0.05)
*prepared by the researcher

3.12. First: Differences According to the Gender Variable (Male/Female)

Table 21, shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores for the degree of availability of administrative governance principles at Imam Muhammad bin Saud Islamic University attributable to the gender variable (male/female).

This finding aligns with the results of Al-Asmar study (2020), which also concluded that there were no statistically significant differences in the application of governance principles at Umm Al-Qura University attributable to the gender variable (male/female).

Table 22: T-test Results for Significant Differences in the Degree of Availability of Administrative Governance Principles at Imam Muhammad bin Saud Islamic University Attributable to the Variable of Years of Teaching Experience.

Principle	Years of experience	N	Mean	Standard deviation	T-value	Degree of freedom	Significance value
Participation	Less than 5 years	6	3.69	1.01	1.51	300	0.63
	5-10 years	32	3.74	1.02			
	More than 10 years	264	3.73	1			
Responsibility	Less than 5 years	6	4.28	0.90	1.31	300	0.37
	5-10 years	32	4.29	0.88			
	More than 10 years	264	4.33	0.95			
Independence	Less than 5 years	6	4.18	0.91	1.92	300	0.68
	5-10 years	32	4.17	0.90			
	More than 10 years	264	4.23	0.95			
Disclosure and transparency	Less than 5 years	6	4.10	0.88	1.08	300	0.37
	5-10 years	32	4.14	0.86			
	More than 10 years	264	4.12	0.87			
Professional behavior and work ethics	Less than 5 years	6	4.20	0.92	1.79	300	0.69
	5-10 years	32	4.24	0.93			
	More than 10 years	264	4.19	0.97			
Strategic vision	Less than 5 years	6	4.58	0.70	1.13	300	0.41
	5-10 years	32	4.57	0.71			
	More than 10 years	264	4.62	0.78			

Note: At the significance level (a=0.05)

*prepared by the researcher

3.13. Second: Differences According to the Years of Teaching Experience Variable

Table 22, shows that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores for the degree of availability of administrative governance principles at Imam Muhammad bin Saud Islamic University attributable to the variable of years of teaching experience.

This finding aligns with the results of Al-Asmar study (2020), which also concluded that there were no statistically significant differences in the application of governance principles at Umm Al-Qura University attributable to the variable of years of teaching experience.

4. CHAPTER FOUR: RECOMMENDATIONS

The study results concluded that the six dimensions of administrative governance (Participation, Responsibility, independence, Professional behavior and Work Ethics, Disclosure and Transparency, Strategic Vision) at Imam Muhammad bin Saud Islamic University are highly available, with an overall mean score of (4.19), a percentage of (84%), and a high availability degree.

The study also highlighted the ranking of administrative governance principles at the university based on their level of implementation and importance as follows:

1. Strategic vision ranked first in terms of implementation and importance, with a mean score of (4.59), a percentage of (92%), and a very high availability degree.

2. Responsibility ranked second, with a mean score of (4.30), a percentage of (85%), and a very high availability degree.

3. Professional behavior and Work Ethics ranked third, with a mean score of (4.21), a percentage of (84%), and a very high availability degree.

4. Independence ranked fourth, with a mean score of (4.20), a percentage of (84%), and a high availability degree.

5. Disclosure and Transparency ranked fifth, with a mean score of (4.12), a percentage of (82%), and a high availability degree.

6. Participation ranked sixth and last, with a mean score of (3.72), a percentage of (74%), and a high availability degree.

The study results also Showed that there are no statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores for the degree of availability of administrative governance principles at Imam Muhammad bin Saud Islamic University attributable to the gender variable (male/female) or the variable of years

of teaching experience.

4.1. In Light of the Findings, the Following Recommendations are Highlighted

1. Promoting the culture of governance among university employees to a greater extent than the current level by organizing training workshops and lectures.

2. Developing booklets that include a "job guide" to inform employees and faculty members of their rights, responsibilities, rewards, and penalties.

3. Providing greater opportunities for faculty members in universities to discuss their issues and ways to address them by holding regular meetings.

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