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## The Degree of Awareness Among Faculty Members in Jordanian Universities Regarding the Role of Governance Components in Developing Curricula from their Viewpoints

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### ABSTRACT

This study aimed to reveal the degree of awareness of faculty members in Jordanian universities of the role of governance components in developing curricula from their viewpoints. The researcher used descriptive and analytical methods, preparing a questionnaire as a research instrument. The validity and reliability of the instrument were verified. The reliability factor of the tool reached 86%. The research population comprised 179 faculty members through all the Hashemite Kingdom of Jordan, to which the study instrument was distributed. Ninety Faculty members responded. The study results showed that the degree of awareness of faculty members in Jordanian universities of the role of governance components in developing curricula from their point of view was high, with an arithmetic average 3.78. The dimension of "accountability" received the highest score with arithmetic mean 3.85, the dimension of "effectiveness and efficiency" received the slightest degree with arithmetic mean 3.37. Therefore, the researcher recommends including governance components in school curricula and at all educational levels. There should also be educational programs based on the principles of governance following scientific foundations, preparing training programs for teachers in all dimensions centered on how to possess and apply governance components in the practical educational learning curricula. In addition, there should be conducting more research related to the governance components and their role in curricula development.

## INTRODUCTION

In all its dimensions and stages, the education sector receives great interest from educators and decision-makers at the local, regional and global levels because of its essential role in the accelerated development process and the continuous change witnessed by the current era. This interest must be based on scientific foundations and clear objectives that analyze the needs of the current educational reality, anticipate its future requirements and ability face various challenges. Thus, it does not stand in the way of change, creativity and innovation. The governance components are among the most prominent contemporary modern educational concepts that combine originality and modernity. They received significant attention in all dimensions for their influential role in reducing the challenges facing societies such as (corruption, unemployment, poverty and others). Therefore, the educational system seeks to establish and apply the governance components in all stages of the academic learning process.

Markus<sup>[1]</sup> pointed out that the governance components in school curricula effectively improve scientific competence, increasing transparency and accountability in the educational learning process. Also, they are increasing the effectiveness and efficiency of the academic learning system. Thus, they are providing easy and rapid access to educational services by reducing costs of Educational services. In addition, governance has multiple benefits, such as the long-term impact of governance on educational objectives, improves education system outcomes and encourages colleges and students to participate in decision-making.

The governance components seek to achieve long-term strategic objectives. To meet the needs of the organization and society, its components should be applied to attain current needs and foresee the future. They also aim to guarantee the rights of the members of the educational learning system manage risks and challenges with high professionalism to achieve equality and justice. Furthermore, they are to ensure transparency and institutional disclosure, activate the principle of accountability, determine responsibility and make and take the appropriate decision.

The concept of governance is one of the modern contemporary global concepts that seek to support and develop the educational learning process and enhance the participation of all components of the educational system in making and implementing decisions in support of this and to make the scientific learning process more interactive among students. Furthermore, governance components are depended on in organizing the educational learning process, which aims to achieve excellence and creativity in performance by choosing appropriate and effective

creative teaching skills to achieve educational objectives and objectives in innovative ways. Therefore, curricula governance is the key to reaching educational institutions to the highest levels of value and content. This can be done by promoting the functions of the educational learning process, achieving its objectives and improving outcomes and curricula following the requirements and needs of this era<sup>[2]</sup>.

The growing interest in reforming and developing school curricula in the late twentieth century has an effective role in transferring knowledge and rooting ethical principles among students with modern scientific methods. They are to match the rapid scientific and cognitive developments in all stages of the educational learning process that this era is witnessing, being reflected in students' performance in the future practical life. The governance components of "accountability," "transparency," "effectiveness and efficiency" are among the inherent ones of the educational learning system to be instilled and developed among students. They help achieve long-term educational objectives in developing school curricula. The concept of transparency is one of the educational concepts distinguished by modernity and originality, being linked to the standards of the academic learning system.

The application of the governance components, "accountability", "transparency," "efficiency" and "effectiveness" to the curricula seek to maintain the quality of the educational learning-process outcomes. It is an essential element for improving the competitiveness of education and ensuring its continuous development and success by raising the level of education. Besides, it aims to reach long-term objectives, achieve the organizational unit of the educational learning system and integrate performance, which is reflected in student satisfaction<sup>[3]</sup>. Donnelly and Wiltshire<sup>[4]</sup> believed that curricula governance helps develop educational content, following achievement standards, innovation and creativity. It advances the learning process, developing students' scientific capabilities, sound teaching methods and classroom practices. They monitor and improve the students' performances and strengthen the system and the values of transparency and accountability among them.

The researchers see the need to improve and develop the educational learning process despite its challenges. This can be done by increasing the faculty members' awareness of curricula governance with its components "educational objectives," "textbook," "teaching strategies", "evaluation methods" and "teacher's guide." Thus, it has a significant role in developing and developing the various and multiple skills that students possess. Also, it enables them to

absorb variables, manage, employ and transfer knowledge, be open to other cultures, positively influence and be influenced. And it increases the quality of implementing the school curricula.

The governance components, "accountability", "transparency", "efficiency and effectiveness" link between many active institutions" within the educational learning process. They are to determine the terms of an interaction between them, the ability of parents to participate in school decisions, the accountability of the school or teachers and ensuring access to information. These are conditioned on the distribution of rights and responsibilities within the framework of the governance system. Besides, the specific rules for the governance components determine the conditions for teachers' mobilization, distribution and training. And they strongly affect teachers' motivations, their skills and abilities and the achievement of objectives.

The governance components raise the level of the educational learning process in educational institutions. They do so when they are built on an effective system of governance in educational institutions that encourage "accountability," "transparency," "effectiveness and efficiency." Accountability distributes responsibilities between supervisory, regulatory and executive bodies, ensuring balance in dealing with stakeholders and achieving cooperation between the educational learning system and its teachers. Transparency adds to the timely and proper disclosure of critical educational issues related to the educational institution. These issues exemplify the financial center, property rights, curricula development and strengthening the role of continuous accountability.

Accountability came after the growing role of the educational learning system in human societies. Its increased sensitivity to these societies and the magnification and increase in the investment dimension of the educational learning system requires attention to instilling the concept of accountability among students in all academic learning stages. This reinforces and helps demand educational accountability based on the belief of population members that education has not succeeded much in effectively fulfilling their expectations. Accountability implies the obligation of those working in the educational learning system to provide answers or explanations for the learning outcomes they provide. It means the contractual or negotiating relationship between the employees, the representative of the authority of the source of funding and between an employee and undertaker to work, to answer his question (or his accountability) about the results of the work entrusted to him.

Klatt saw accountability as the promise to provide specific results before the employer and others. Ayesh saw accountability as a means by which individuals can bear the consequences of the responsibilities entrusted to them following the public interest. It follows the set objectives built on respect for good practices and curbing bad practices. It is with an emphasis on the principle of justice and equality in their application. Accountability emphasizes that decision-makers in public and private sectors and civil society organizations are responding to the public and relevant constituencies. Also, they are accountable to those interested and have utility in these institutions. Accountability aims to monitor, control and evaluate the performance of employees in the educational learning system. This enhances their interaction with educational programs, activates educational activities and positively affects the efficiency of workers and the components of the academic learning system. Accountability kind of guarantees the right of all components of the learning system. It operates within an educational institutional framework to achieve public and private educational objectives. And if accountability is activated, decision-makers are responsible for implementing general academic policies and educational programs and are subject to accountability. Therefore, the educational learning system is institutionally effective. And in the presence of accountability, educational outcomes, continuous and evolving improvement in the planning and achievement of educational objectives, following established standards are guaranteed.

By reviewing the previous concepts, the researchers find that the purpose of accountability is to improve, modify and develop performance. Besides, accountability includes issuing judgments following specific criteria to follow-up employees and captures their behavior and the powers. These employees' authorized powers are to improve the components of the educational system, inputs, processes and outputs. The accountability components can be defined as agreed upon by Hawaii and Al-Harithi as follows:

- Standards for judging educational outcomes
- Standards regulate the methods adopted by the various concerned authorities in providing the necessary resources for the educational system
- Ensure teachers' right to the educational learning system, their access to knowledge related to teaching and practices that support the educational learning process
- Clarify the rules of the system and the consequences of violations: The workers in the educational learning system must have a clear awareness of the rules to be adhered to and the consequences of their violations

- The direct application of the penalty means a link between the violation and the penalty so that the worker avoids it in the future. And there must be an adequate investigation of the violation and its causes, the initiation of special measures and the application of the penalty
- The fairness of applying the penalty. The workers in the educational learning system must be convinced of the fairness of applying the sanctions to accept them without complaining. In addition, there must be a clear warning that a specific violation exposes the perpetrator to a specific penalty
- Equality and homogeneity in the imposition of the punishment, as the punishment is not related to the person in breach but is related to the type of violation. Therefore, the punishment is to be graded following the frequency and type of violation
- Making the educational learning system employees engage in work, providing them with a strong sense of professional responsibility and stimulating them with the spirit of initiative and creativity
- Encouraging workers in the educational learning system to deep and valuable responses, rather than superficial responses
- Improving understanding and practice of performance indicators
- **Moral accountability:** teachers and school principals are morally responsible for achieving educational objectives and the study plans assigned to them. Students and their parents must direct meetings in which moral accountability is applied to what is being transparently discussed in these meetings regarding behavior and achievement
- **Professional accountability:** Accountability stems from the ability of teachers and school principals to evaluate the educational inputs of the educational process professionally. The teacher or the school principal are committed to themselves and their colleagues for achieving the objectives efficiently and effectively
- **Contractual accountability:** Contractual accountability consists of a prior commitment to achieving measurable objectives by setting preconditions for the educational process and what the teacher or principal must achieve

To achieve the optimal benefit from accountability in the educational learning system, several other principles should be adopted on which the accountability process must be based. They allow the person to carry out the accountability in its correct form. These principles include professional and academic excellence, good-experience years, keeping abreast of educational developments, curricula democracy, effective communication with individuals and groups and having clear criteria for reward. Hewail believed that the principle of accountability can be strengthened among workers in the educational learning system. This can be done by maintaining trust among the prominent participants in the accountability process, engaging in academic work and providing solid professional responsibility. Also, it is by stimulating the spirit of initiative and innovation, encouraging workers to sincerely respond and value, improving understanding and practice of performance indicators. Besides, it provides effective feedback, deepens performance insight and supports decisions about business strengths and weaknesses.

There are three types of educational accountability, as it is described Al-Derini as follows:

In managing population organizations, transparency means clarity, honesty and disclosure, whether this transparency is from the organization and its officials' viewpoints or facing the government, other organizations, stakeholders, funding agencies. Transparency also includes announcing the funding sources and monitoring the organization's actual performance. Transparency, in its general form, means the decisions made in society. Also, it is the process of implementing these decisions to be carried out following laws and regulations. Transparency also suggests the need for information to be freely available to everyone and that everyone has the right to access it Ba'irah fully.

Transparency helps uncover general facts about the objectives and plans of the educational learning system. It discusses various policies in ways that are easily accessible and self-discloses deficiencies in performance. Al-Ghalib and Al-Amiri defined transparency as "making the matter clear and transparent, far from ambiguity and the complexity of procedures in a way that does not allow for the possibility of following it up and knowing the deficiencies in the educational learning system. Thus, it is a systematic and scientific view characterized by complete clarity in the mechanisms of decision-making, building work strategies and drawing plans, methods of implementation, monitoring and evaluation. These are supposed to align with the educational environmental developments and era, presenting them to the authorities concerned with monitoring academic performance and its outputs. And the submission of all these practices is subjected to accountability and oversight.

Transparency is based on clarity in drawing up plans, policies and decision-making. Administrative practices are subject to constant monitoring in the educational system and easy access to information. Daibes stressed that encouraging transparency complements the role of accountability, limits corruption and develops concepts of equitable development and the application of transparency in the educational learning process helps enhance confidence among the members of the academic learning system. The concept of transparency is related to the search for standards, values and accountability in transactions of all kinds.

Transparency means designing and implementing systems, mechanisms, policies and legislation. It is one of the critical global standards in classifying and arranging countries and universities as being a mechanism for measuring the degree of application of governance in society. It allows individuals to obtain knowledge related to the government so that they can make decisions that have a joint impact. Transparency means clarity of what is happening and taking place within universities and educational institutions, with ease of accurate and objective information flow, ease of use and practical application in universities. This clarity means that students can easily disclose their needs, problems and obstacles in the educational learning process to the university leadership. Hence, it develops methods of scientific dialogue and effective communication between the components of the educational learning process. Besides, it challenges students' thinking and stimulates creativity and constructive criticism<sup>[5]</sup>.

In the light of the preceding, it can be said that transparency is the process of providing reliable and timely information about the educational system, plans, activities, procedures, decisions and policies and access to information to the beneficiaries, the public and the concerned parties. It is assumed that public service ethics binds all these frameworks in the educational learning process. In addition, transparency in work is committed to standards and principles that lead to the development of trust and credibility among the groups of society and educational institutions, which increases the effectiveness and efficiency of the educational system. Accountability and transparency create an educational learning environment characterized by effectiveness and efficiency that seeks to meet the needs of society. This can be done by optimizing the human and financial resources and information available in the educational learning system. They are represented by the technical dimension of the governance components and the ability of the educational learning system to develop educational programs. These programs achieve the

objectives of the educational learning system following the needs of citizens, society and facing challenges.

Edris defined effectiveness and efficiency as "The rational use of available resources that achieves the lowest level of cost without sacrificing the quality of educational outcomes". The French Professional Group defined it as "a mixture of theoretical knowledge, practical knowledge, practical experience and professional situation. And it is the framework that allows its observation and recognition and the institution must evaluate and develop it." Effectiveness and efficiency seek to implement the educational-learning organization for its objectives. They adopt many components that ensure the ability of the learning organization to identify the problem, evaluate alternatives, adapt to the educational environment and provide services of high quality.

Several studies have dealt with the governance components, including:

Ratima's study aimed to reveal the Ministry of Education employees' opinions about transparency evaluation, transparency's role in performance evaluation, obstacles to transparency evaluation and proposed methods for developing transparency. These opinions are to improve performance in the Ministry of Education in Jordan. The study sample comprised all administrative levels in the Ministry of Education in all of Jordan and the instrument was a questionnaire developed by the researcher. The results showed the Ministry of Education workers' interest in transparency evaluation in improving performance. Besides, the leadership style prevailing in the ministry does not allow decision-making participation.

The study of Nasir Al-Din<sup>[5]</sup> aimed to know the reality of applying governance in the Middle East University from the active faculty and administrative staff's points of view. The study sample comprised 64 faculty members and 49 administrators. The questionnaire was used as an instrument to collect information. The study results indicated that the reality of applying governance in the Middle East University, from the study sample respondents' viewpoints as a whole, was generally high. However, the results showed significant differences in the reality of applying governance in the Middle East University following the difference in the position and favor of the faculty members. The significant differences are due to the variable number of years of experience and in favor of those whose experience was more than two years.

Mapetere Mswazi and Makay<sup>[6]</sup> conducted a study that aimed at investigating the factors behind curricular governance and competition about educating teachers in training colleges in Zimbabwe. The study used the analytical method. The study results showed that the student evaluation activities

based on the governed curricula reflect an ideological philosophy of the views of external and internal teachers regarding students' performance. The results showed that the lack of planning for evaluating trained teachers and adequate funding makes the evaluation processes merely symbolic, non-positive and straightforward. The personal differences between external and internal teachers create conflicts in the school.

Giovanna<sup>[7]</sup> aimed to propose a model for governance in Italian universities relating to numbers and composition for the council of deans. The survey methodology was used to create a cognitive framework on governance models. The study sample comprised 56 Italian public universities that are amending their organizational structure. The research methodology was based on an in-depth review of public and private universities' literature on the governance of governmental organizations and private universities. Besides, the research methodology was based on analyzing the official data collected and the review results made to understand the reasons for universities' choices regarding their councils of deans.

Molstad and Hansen<sup>[8]</sup> conducted a study that aimed at uncovering how the national curricula work in both Norway and Finland as tools for organizing education and uncovering potential differences in the way national education curricula are governed. The analytical approach was used. The study results showed that in recent years both countries had developed curricula related to the formal system of government. This means that the curricula have become part of the legal framework and the governed curricula have become linked to the political and legal implications. The results showed that the link between the system of objectives and the formal system of government has implications for the concept of curricula. However, the Norwegian curricula do not contain as many democratic procedures as Finnish ones. The Norwegian government's strict regulation of the curricula is an expression of less confidence compared to Finland since teachers are provided with a more independent working environment.

The Ministry of Education study aimed to research the reality of the education sector in the Arab region, which is experiencing a real crisis. The crisis is characterized by deficiencies in curricula development, the traditional methods and the preservation of information in the educational learning process. Its lack of developing a critical sense among students to help them acquire the skills of critical thinking and logical analysis is another aspect of the crisis. The survey indicated that the Arab (state of education) requires an in-depth review of the clarity of educational philosophy and the rationalization of educational policies. Second,

it adopts scientific research methodology to get indicators defining the future vision of learning, activating the role of wise governance for the educational learning system. Third, it is to respond to immediate and future challenges and surpass them to achieve (high-quality education) that enhances the values and behaviors and sharpens the future-demanded skills.

Kaggwa, Onen and Kimoga<sup>[9]</sup> conducted a study that aimed at uncovering the impact of training in school management and curricula governance on the primary teachers' performance in managing the public elementary school in the Greatest Masaka district of Uganda. The study used the analytical, descriptive, inquiry-based approach. Data were collected using survey and interview methods that comprised 234 primary teachers, 364 minor teachers, 12 central coordinating teachers, 6 local education personnel and 6 school inspectors. The study results showed deterioration in primary education standards in the region despite the government's efforts to improve the organizational performance of school principals. And the training of school management and curricula governance was weak. Besides, curricula governance had significant positive effects on the primary teachers' performance in managing public primary schools.

Karawani's study revealed the extent of the governance practice in secondary schools in Palestine from the male and female teachers' viewpoints of them. This study was conducted in Palestine. The descriptive-analytical approach was followed by applying a questionnaire to a sample of 101 individuals. It relied on dimensions of governance that included "transparency," "empowerment," "accountability" and "justice". The study results concluded that there is a practice of governance in all its dimensions in secondary schools in Palestine with a high degree. This high degree is in the dimension of school management's governance practice from the male and female teachers' viewpoints in it on all dimensions. The results also showed a practice of governance in secondary schools in Palestine with a high degree. This high degree is on the dimension of difficulties that impede school management of governance in secondary schools in Palestine from the male and female teachers' viewpoints.

Mahmoud conducted a study to reveal the degree of applying the governance principles and their relationship to the quality of work procedures. This study was prepared for the education directorates in the governorates of the Northern West Bank from the government-secondary schools principals' viewpoints. Mahmoud<sup>[10]</sup> used a descriptive-analytical approach, applying a questionnaire that included four dimensions of governance "transparency," "empowerment,"



"accountability" and "participation." A random sample was taken, comprising 173 male and female principals. The study results displayed that the degree of application of governance principles in education directorates in the governorates of the Northern West Bank was average. However, the quality of work among the sample members was high. And the study results showed that there are statistically significant differences between the degree of implementation of governance and the quality of work in the education directorates. These differences are due to gender, academic qualification, administrative experience and school performance evaluation variables.

The study of Al-Ayasrah aimed at researching ways of embodying the principles of governance in teaching and reforming it in the Jordanian school in proportion to the reality of teaching. It is by establishing decentralization in the Jordanian school that is appropriate to the reality of teaching. There is a need to form specialized school committees and councils to achieve teaching independence in the Jordanian school, allowing teachers to work away from strict supervision. Also, there is a need to allow teachers to exercise perception and choice in their performance. And teachers are encouraged to participate in pedagogical activities carried out inside and outside the school and local priorities and the dimensions of policies that affect the government.

Al-Lawzi conducted a study that aimed at exploring insightful views on the foundations and principles that the curricula planners take into account in the teacher's guide. They are to improve teachers' performance, teaching methods, accountability, transparency and participation in developing so that the teaching process is carried out on a clear and organized basis. Through these foundations, the educational objectives and objectives were achieved. In addition, the results showed the need to activate the principles of governance to reduce the gap between the teacher's guide and the use of teaching methods to reach the desired objectives. Also, they are to improve the teacher's performance in the educational learning process.

Al-Azzawi conducted a study that revealed the importance of applying the principles of governance in Islamic education curricula in government secondary schools in Baghdad. This importance degree is measured from the teachers' and supervisors' viewpoints. The study used the descriptive survey approach and data were collected using the questionnaire as the study instrument. It was applied to a sample of 325 Islamic education teachers and supervisors in four schools in Baghdad directorates. The study displayed the importance degree of using the governance principles in Islamic education curricula

was "average" from the teachers' and supervisors' viewpoints for the instrument as a whole. The results also showed no statistically significant differences among the respondents' responses. These responses were to the degree of importance of applying governance principles in Islamic education curricula attributed to gender variables. And the results showed the existence of differences in the dimensions of governance principles in the education curricula in secondary schools attributed to the "academic qualification" variable. The differences were in favor of master's degree holders. Moreover, there were differences in favor of the "experience years" variable in favor of those with more than 12 years of experience.

The researchers found that previous studies showed the importance of the governance components. The studies of Nasir Al-Din<sup>[5]</sup>, Mswazi *et al.*<sup>[6]</sup> and Giovanna<sup>[7]</sup> displayed the importance of the governance components in many aspects. They are necessary for developing educational work, promoting social responsibility and raising the quality and efficiency of educational institutions' outputs. Previous studies have helped the current research shed light on the governance components and principles, the importance of its application in the educational learning system and its role in curricula development. The current study is distinguished from those trying to know the degree of faculty members' awareness in Jordanian universities about the governance components, accountability, transparency, effectiveness and efficiency of the curricula. It brings about qualitative development in the curricula, raises students' competence and helps them keep pace with recent developments. This can be done by applying these components (Impact-Learning Transmission).

The researchers noted that curricula governance aims to develop skills to convey various, helpful and correct information, providing knowledge and expertise to achieve objectives. This can be done by helping students advance their potentials and abilities, develop their skills and knowledge and integrate them into various dimensions of personal and practical life. Besides, curricula governance provides students with opportunities to help them face challenges and rapid changes. It is to develop their logic skills and present convincing arguments and proofs. Thus, this prompted the researchers to conduct this research to know the degree of awareness of faculty members in Jordanian universities about the governance components of developing curricula from their viewpoints.

**Study questions:** Recent studies showed the increasing importance of applying the governance components in the educational learning process. And that most of the

studies came in applying the governance principles in the management of the educational system. However, within the limits of the researchers' knowledge, some studies dealt with curricular governance, such as the study of Molstad and Hansen<sup>[8]</sup>. The objectives of this study are consistent with the studies of Molstad and Hansen<sup>[8]</sup> and Mswazi *et al.*<sup>[6]</sup>. This matching is about the importance of curricula reform in learning management by linking it to the governance of the educational process. Also, consistency occurs by transferring the academic curricula to more flexible and responsive to the needs of society ones. The two former studies also indicated that curricula governance must include a general policy for curricula reform and raise the efficiency and effectiveness of the educational learning system. And depending on the researchers' observation during their university-teaching experiences, there is a need for employing the governance components, "accountability," "transparency," "effectiveness and efficiency" in the curricula. This employment ensures the quality of the educational learning process by instilling and developing it among the students. Therefore, these studies reflected an awareness of the importance of curricula governance. Nevertheless, they did not address the importance of faculty members' awareness of the governance components in the curricula and their impact on the educational-learning process outcomes.

This prompted the researchers to conduct this study to explain the importance of curricula governance and its rules in the educational learning system. Therefore, the study question was determined by the following central question: What is the university faculty members' degree of awareness about the role of governance components, "accountability," "transparency," "efficiency," and "effectiveness" in curricula development?

From this question, the following two questions are divided:

- What is the Jordanian University faculty members' degree of awareness of the role of the governance components in curriculum development from their viewpoints
- Are there statistically significant differences at the significance level ( $\alpha = 0.5$ ) among the study respondents' responses to the awareness degree of governance components attributed to gender and academic rank variables

**Study significance:** The governance components of "accountability," "transparency," "efficiency" and "effectiveness" help show the importance of developing the educational system in all its dimensions. The study results are expected to provide

a solid basis for measuring how the governance components are applied in the educational process. In light of the university-faculty members' degree of awareness, the development of educational curricula has to be in line with recent local and global changes.

**The aim:** This study aspires to open new horizons for other educational studies to supplement educational literature in the educational dimensions in general and in the curricula development in particular.

#### **Study procedural acknowledgment**

**Governance components:** It consists of legislations, policies and ethical values formulated in public and private institutions. These institutions seek to achieve the objectives set scientifically, with integrity and transparency through continuous evaluation and accountability to ensure effective performance.

**Faculty member:** They are a person who holds a university degree and an academic rank (assistant, associate, professor), practicing the profession of teaching and research in Jordanian universities.

**Academic curriculum:** It is a group of experiences provided by a faculty member in Jordanian universities with the participation of students. It consists of a set of components (objectives, scientific content, activities and various evaluation methods) to achieve comprehensive growth for students.

**Study limitations:** The results of this study are determined as follows:

- **Time limit:** the second semester of the academic year, 2019/2020
- **Spatial and human limit:** Faculty members in curricula and teaching departments in Jordanian universities
- This study was limited to investigating the faculty members' viewpoints in Jordanian universities of governance components in developing curricula
- The study was limited to identifying the link between faculty members' awareness of gender and academic rank variables in Jordanian universities
- The generalization of the research results is determined by the respondents' validity, consistency and objectivity

**Study methodology and procedures:** The researchers used the descriptive and analytical approach to reveal the faculty members' degree of awareness of the role of the governance components in developing the curricula. This approach helps achieve the objectives of the current study.



**Study population and sample:** The study population comprised 179 faculty members of Jordanian public universities of (Yarmouk University, University of Jordan, Al-Balqa Applied University, Mutah University and Al-Hussein Technical University). The study population was selected by a stratified randomized method. It was distributed over the three regions of the Hashemite Kingdom of Jordan, with two universities from each region. As for the study sample, respondents were 90 faculty members selected following their chosen universities.

**Study instrument:** The study instrument included a questionnaire. It was designed to know the faculty members' degree of awareness about the role of governance components "accountability," "transparency," "efficiency," and "effectiveness" in developing academic curricula. The study instrument was designed with the help of experts and specialists in this dimension, referring to theoretical literature and previous studies. The study instrument divided the questionnaire into three dimensions "accountability," "transparency," "effectiveness and efficiency." The questionnaire included 35 items, each containing a feature of the governance components. Each item of the questionnaire was assigned a scaled weight, following the Fifth-Likert Scale to estimate the possibility of the degree of application. "Strongly agree", "agree", "average agreement", "disagree" and "strongly disagree" were numerically represented in descending order 5, 4, 3, 2, 1, respectively. This is to determine the faculty members' degree of awareness of the role of governance components, "accountability," "transparency," "efficiency" and "effectiveness" in the study from their viewpoints. The arithmetic averages of the sample respondents' responses were distributed into three levels using the following equation. (The highest value - the minimum value) ÷ Number of levels (1-5) ÷ 3 = 1.33, so it was as follows. (1-2.33) got a low level, (2.34-3.7) an average level and (3.68-5) a high one.

**Study instrument validity:** The instrument was presented in its initial form to a group of qualified referees with expertise and experience in the study topic from Jordanian universities to verify its content

validity. They were 9 professors in the Curricula Department and the Department of Educational Administration. In Appendix 1, the researchers adopted a percentage of agreement 80% or more among the referees. The researchers used this percentage to judge the suitability of the instrument's items in terms of their clarity and integrity of the linguistic wording. And in light of the referees' comments, opinions and orientations, the required modifications were made. For instance, the item "transparency helps reveal the general facts" was modified to become "the general facts reveal the plans of the educational learning system." Besides, the item "the management of the educational system of all kinds helps display clarity, honesty and openness" to become "the management of the educational system helps display clarity, sincerity and openness." Also, five items were deleted. Thus, the items of the questionnaire were formed in their final form to be 30 items after modifications (Appendix 2).

**Study instrument reliability:** After judging the study instrument and taking notes, the reliability of the study instrument was verified by applying it to a survey sample made up of 25 faculty members. They were from the same study community and outside the study sample respondents. The scale's internal consistency was calculated by using the Cronbach Alpha coefficient. The reliability coefficients for the governance components ranged from 0.77 to 0.86. And the overall reliability was 0.86 in Table 1.

**Study variables:** Classification variables:

- Gender
- Academic rank

**Dependent variable:** The Jordanian-university faculty members' degree of awareness of the role of governance components in curricula development.

Table 1: Reliability coefficient with the "Cronbach alpha" internal consistency method of the study instrument

Governance components	Cronbach alpha
Accountability	0.77
Transparency	0.84
Effectiveness and efficiency	0.84
Overall degree	0.86

Appendix 1: Names of the referees

Number	Referee's name	Specialty	Work place
1	Prof. Abdul Rahman Al-Hashemi	Curricula and teaching methods	University of Jordan
2	Dr. Faiza Al-Azzawi	Curricula and teaching methods	Islamic University
3	Prof. Anmar Al-Kilani	Educational administration	University of Jordan
4	Prof. Rateb Al-Saud	Educational administration	University of Jordan
5	Prof. Omar Mahasneh	Curricula and methods	Al-Balqa Applied University/Al-Shoubak University College
6	Prof. Zaid Al-Adwan	Curricula and methods	Al-Balqa Applied University-Princess Alia University College
7	Prof. Mohamed Alawneh	Curricula and methods	Al-Balqa Applied University-Al-Hosn University College
8	Prof. Moneim Al-Saidah	Curricula and methods	University of Jordan
9	Prof. Hisham Al-Da'jah	Curricula and methods	University of Jordan
10	Prof. Dr. Haitham Eidat	Curricula and teaching methods	Al-Balqa Applied University-Al-Hosn University College

Appendix 2: By the name of Allah, the most merciful and compassionate

Greetings,

The researchers conducted a study entitled "The Degree of Awareness among Faculty Members in Jordanian Universities regarding the Role of Governance Components in Developing Curricula from Their Viewpoints." It aims to reveal the governance-components' role in curricula development from the faculty members' viewpoints (Al-Balqa Applied University, University of Jordan, Yarmouk University, Hash and Muthah University). The researchers present the study instrument to be a questionnaire consisting of three dimensions; the "accountability," "transparency," and the "effectiveness and efficiency" one. Considering your in-depth knowledge, please kindly answer the questionnaire's items by filling in the appropriate dimension. This questionnaire is designed following the Likert-Fifth scale for scientific research.

Yours Sincerely

The Degree of Awareness among Faculty Members in Jordanian Universities regarding the Role of Governance Components in Developing Curricula from Their Viewpoints

(SA) Strongly Agree, (A) Agree, (AA) Average agreement, (D) Disagree, (SD) Strongly Disagree

		Response				
No.	Dimensions	SA	A	AA	D	SD
<b>Accountability</b>						
1	Accountability increases the use of sound educational practices					
2	Accountability discusses different educational policies in readily available ways					
3	Accountability develops students' sense of professional responsibility					
4	Accountability represents a participatory process between the components of the educational system					
5	Accountability determines how to achieve the teacher's objectives					
6	Accountability deepens the principle of accountability among students with scientific methods					
7	Accountability helps raise students' performance in exams					
8	Accountability develops self-responsibility among students					
9	Accountability reveals the strengths and weaknesses of the educational system					
10	Accountability enhances students' ability to give convincing reasons for their answers					
11	Accountability raises among students the spirit of innovation					
<b>Transparency</b>						
12	Transparency helps Self-disclose performance deficiencies					
13	Transparency defines the educational learning- process standards					
14	Transparency designs educational programs to be evaluable					
15	Transparency improves the quality of education					
16	Transparency helps reveal the facts of the system's objectives and plans					
17	Transparency promotes the principle of transparency among students through scientific methods					
18	Transparency helps manage the educational system					
19	Transparency obligates the teacher to work hard to fulfill the students' needs					
20	Transparency explains the machine tools of students' evaluation					
21	Transparency monitors the actual performance of the educational system					
<b>Effectiveness and efficiency</b>						
22	Effectiveness and efficiency help students adapt to the requirements of the evolving educational process					
23	Effectiveness and efficiency develop the educational system's capabilities by flexibly dealing with changes and developments					
24	Effectiveness and Efficiency help teachers achieve the objectives of the educational learning process					
25	Effectiveness and efficiency Successfully achieve the objectives of the specified educational system					
26	Effectiveness and efficiency develop students' abilities in facing challenges					
27	Effectiveness and efficiency raise the educational system outputs following the approved standards					
28	Effectiveness and efficiency develop students' abilities in using the educational learning environment resources					
29	Effectiveness and efficiency help teachers organize the time of the educational learning process					
30	Effectiveness and efficiency provide students with elaborate professional skills to raise the level of the educational learning system					

Table 2: Arithmetic means standard deviations and ranks for the Jordanian-universities faculty members' degree of awareness about the role of governance components in developing curricula from their viewpoints following the questionnaire dimensions

Governance dimension	Arithmetic means	Standard deviations	Ranks	Degree
Accountability	3.85	0.59	1	High
Transparency	3.76	0.71	2	High
Effectiveness and efficiency	3.73	0.74	3	High
Overall degree	3.78	0.63		High

**Study results:** This study reveals the degree of awareness among faculty members in Jordanian universities of the role of governance components in developing curricula from their viewpoints. The researchers prepared a questionnaire and distributed it to the study sample to achieve the study's objectives. The results were as follows:

The results of the answer to the first research question: What is the degree of awareness of faculty members in Jordanian universities of the role of the governance components in curricula development from their viewpoints?

Arithmetic averages, standard deviations and ranks were extracted to the degree of awareness of

faculty members in Jordanian universities of the role of governance components in developing curricula from their viewpoints. The results were following the dimensions of the survey and the items of each dimension separately as follows.

Table 2 indicated apparent differences between the arithmetic means for the degree of awareness among faculty members in Jordanian universities about the role of the governance components in developing curricula from their viewpoints. The arithmetic means of the overall degree reached 3.78 and a standard deviation 0.63. The dimension of "accountability" got the first rank with an arithmetic mean 3.85 and a standard deviation 0.59. The "Transparency"

Table 3: The arithmetic means, standard deviations and ranks of the accountability-dimension items, in descending order

No.	Items	Arithmetic means	Standard deviations	The rank	The degree
5	Accountability increases the use of sound educational practices	4.13	0.70	1	High
9	Accountability discusses different educational policies in readily available ways	4.08	0.93	2	High
10	Accountability develops students' sense of professional responsibility	3.94	0.87	3	High
6	Accountability represents a participatory process between the components of the educational system	3.93	0.78	4	High
7	Accountability determines how to achieve the teacher's objectives	3.87	0.76	5	High
8	Accountability deepens the principle of responsibility among students with scientific methods	3.84	0.87	6	High
1	Accountability helps raise students' performance in exams	3.80	0.92	7	High
2	Accountability develops self-responsibility among students	3.79	0.80	8	High
4	Accountability reveals the strengths and weaknesses of the educational system	3.74	0.83	9	High
3	Accountability enhances students' ability to give convincing reasons for their answers	3.67	0.78	10	Average
11	Accountability raises among students the spirit of innovation	3.60	0.99	11	Average
Overall degree		3.85	0.59		High

Table 4: The arithmetic means, standard deviations, and ranks of the transparency- dimension items are arranged in descending order

No.	The Item	Arithmetic means	Standard deviations	The rank	The degree
21	Transparency helps Self-disclose of performance deficiencies	3.89	0.93	1	High
15	Transparency defines the educational learning- process standards	3.84	0.98	2	High
16	Transparency designs educational programs to be valuable	3.83	0.74	3	High
13	Transparency improves the quality of education	3.81	1.00	4	High
20	Transparency helps reveal the facts of the system's objectives and plans	3.80	0.81	5	High
12	Transparency promotes the principle of transparency among students through scientific methods	3.75	0.91	6	High
14	Transparency helps manage the educational system	3.75	0.86	7	High
17	Transparency obligates the teacher to work hard to fulfill the students' needs	3.74	0.86	8	High
18	Transparency explains the machine tools of student evaluation	3.64	0.89	9	Average
19	Transparency monitors the actual performance of the educational system	3.50	0.88	10	Average
Overall degree		3.76	0.71		High

Table 5: The arithmetic means, standard deviations and ranks of the effectiveness and competency- dimension items are arranged in descending order

No.	Items	Arithmetic means	Standard deviations	The rank	The degree
29	Effectiveness and efficiency help students adapt to the requirements of the evolving educational process	3.89	0.78	1	High
23	Effectiveness and efficiency develop the educational system's capabilities by flexibly dealing with changes and developments	3.82	0.92	2	High
25	Effectiveness and Efficiency help teachers achieve the objectives of the educational learning process	3.76	0.83	3	High
22	Effectiveness and efficiency Successfully achieve the objectives of the specified educational system	3.75	0.9	4	High
36	Effectiveness and efficiency develop students' abilities in facing challenges	3.73	96	5	High
30	Effectiveness and efficiency raise the level of the educational system outputs following the approved standards	3.73	1.04	6	High
27	Effectiveness and efficiency develop students' abilities in the best use of the educational learning environment resources	3.67	0.86	7	Average
28	Effectiveness and efficiency help teachers organize the time of the educational learning process	3.64	0.83	8	Average
24	Effectiveness and efficiency provide students with elaborate professional skills to raise the level of the educational learning system	3.55	0.97	9	Average
Overall degree		3.73	0.74		High

dimension got the second rank with an arithmetic mean 3.76 and a standard deviation 0.71. The last rank was for the dimension of "effectiveness and efficiency," with an arithmetic mean 3.73 and a standard deviation 0.74. All dimensions got a high degree.

The following is a presentation of the arithmetic means and standard deviations of the items of each dimension.

**Accountability dimension:** The arithmetic means, standard deviations and ranks were extracted for the items of the accountability dimension in Table 3.

Table 3 indicated that the total degree for the accountability dimension reached 3.85, getting a standard deviation 0.59 and a high degree. Item 5" accountability increases the use of sound educational practices," got the first rank with arithmetic mean 4.13, a deviation Standard 0.70 and a high degree. Item 11, "accountability raises among students the spirit of innovation," had the last rank with a mean 3.60, a standard deviation 0.99 and an average degree.

**Transparency dimension:** The arithmetic means, standard deviations and ranks were extracted for the items of the transparency dimension as displayed in Table 4.

Table 4 indicated that the total degree for the transparency dimension reached 3.76, getting a standard deviation 0.71 and a high degree. Item 21" transparency helps Self-disclose of performance deficiencies" got the first rank with arithmetic mean 3.89, a standard deviation 0.93 and a high degree. Item 19, "Transparency monitors the real performance of the educational system," got the last rank with an arithmetic mean 3.55, a standard deviation 0.88 and an average degree.

**Effectiveness and efficiency dimension:** The arithmetic means, standard deviations and ranks were extracted for the effectiveness and efficiency-dimension items as displayed in Table 5.

Table 5 indicated that the overall degree for the effectiveness and efficiency dimension reached 3.73, getting a standard deviation 0.74 and a high degree. Item 29" Effectiveness and Efficiency help students

Table 6: Arithmetic means and standard deviations for the degree of awareness among Jordanian universities-faculty members about the role of governance components following gender variable

Dimensions	Gender	Number	Arithmetic means	Standard deviations
Accountability	Male	65	3.77	0.61
	Female	25	4.06	0.51
	Total Degree	90	3.85	0.59
Transparency	Male	65	3.70	0.60
	Female	25	3.90	0.93
	Total degree	90	3.76	0.71
Effectiveness and efficiency	Male	65	3.65	0.64
	Female	25	3.92	0.92
	Total degree	90	3.73	0.74
Overall degree	Male	65	3.71	0.57
	Female	25	3.96	0.74
	Total degree	90	3.78	0.63

Table 7: Arithmetic averages and standard deviations for the degree of awareness among Jordanian- universities faculty members about the role of governance components following the different academic rank variable

Dimension	Academic rank	Numbers	Arithmetic means	Standard deviations
Accountability	Professor	40	3.75	0.65
	Associate professor	28	3.87	0.52
	Assistant professor	22	4.03	0.56
	Total degree	90	3.85	0.59
Transparency	Professor	40	3.61	0.70
	Associate professor	28	3.71	0.70
	Assistant professor	22	4.08	0.65
	Total degree	90	3.76	0.71
Effectiveness and efficiency	Professor	40	3.66	0.68
	Associate professor	28	3.65	0.86
	Assistant professor	22	3.96	0.64
	Total degree	90	3.73	0.74
Overall degree	Professor	40	3.67	0.62
	Associate professor	28	3.75	0.64
	Assistant professor	22	4.03	0.60
	Total degree	90	3.78	0.63

Table 8: Results of multiple-variance analysis to examine the significance of the differences in the arithmetic averages of Jordanian-universities faculty members' awareness degree about the role of the governance components. These results followed the difference of the gender and the academic rank variables

Variance source	Squares sum	Freedom degree	Squares means	F-value	Significance level
<b>Gender</b>					
Accountability	0.830	1	0.830	2.431	0.123
Transparency	0.091	1	0.091	0.189	0.665
Effectiveness and efficiency	0.947	1	0.947	1.785	0.185
Overall degree	0.528	1	0.528	1.369	0.245
<b>Academic rank</b>					
Accountability	0.471	2	0.235	0.689	0.505
Transparency	2.641	2	1.321	2.743	0.070
Effectiveness and efficiency	1.248	2	0.624	1.177	0.313
Overall degree	1.195	2	0.597	1.549	0.218
<b>Error</b>					
Accountability	29.349	86	0.341		
Transparency	41.411	86	0.482		
Effectiveness and efficiency	45.625	86	0.531		
Overall degree	33.159	86	0.386		
<b>Overall degree</b>					
Accountability	1298.798	90			
Transparency	1323.908	90			
Effectiveness and efficiency					
Overall degree					

adapt to the requirements of the evolving educational process" got the first rank with arithmetic mean 3.89, a standard deviation 0.93 and a high degree. Item 24 "Effectiveness and Efficiency provide students with elaborate professional skills to raise the level of the educational learning system" had the last rank with arithmetic mean 3.55, a standard deviation 0.97 and an average degree.

The results of the second study question: Are there statistically significant differences at the level of significance ( $5.0 \alpha = 0$ ) in the degree of awareness among the Jordanian-universities faculty members about the role of governance components following the gender and academic rank variables?

Table 6 indicated clear differences in the arithmetic means of the faculty members' awareness degree about the role of governance components attributed to gender variables.

Analysis of multiple variances was extracted to find out whether the differences were statistically significant between the arithmetic averages (Table 7).

Table 7 indicated apparent differences in the arithmetic means for the faculty members' awareness degree about the role of governance components following the academic rank variable.

The analysis of multiple variances was extracted in Table 8.

Table 8 indicated the absence of statistically significant differences in the arithmetic means of faculty members' awareness degree about the role of governance components. These results followed the difference of the gender variable. The significance values for "F" were more than 0.05 for each dimension. The results also showed no statistically significant differences in the arithmetic means of the Jordanian universities faculty members' awareness degree about the role of governance components. These results followed the academic rank variable. The significance values for "F" were more than 0.05 for each dimension.

### RESULTS DISCUSSION

The first-question results showed apparent differences between the arithmetic means of the faculty members' awareness degree about the role of the governance components in developing curricula from their viewpoints. The arithmetic means for the overall degree reached 3.78 with a standard deviation 0.63. The dimension of "accountability" got the first rank, getting an arithmetic mean 3.85 and a standard deviation 0.59. The second rank was for the "transparency" dimension with an arithmetic mean 3.76 and a standard deviation 0.71. The last rank was for the dimension of "effectiveness and efficiency" with an arithmetic mean 3.73, a standard deviation 0.74 and a high degree.

The researchers attributed these results to the importance of the governance components, "accountability," "transparency" and "effectiveness and efficiency" in many aspects. They are vital in developing the educational learning process, providing standards that guarantee the faculty members' access to knowledge related to supporting teaching practices in the academic learning process. Besides, the researchers attributed these results to the faculty members' awareness about the role of governance components at the level of the educational learning process in educational institutions. This awareness is to make the curricula more flexible to meet the community's needs. Furthermore, this helps transparency implement the objectives set for the educational learning process in light of the local, regional and global challenges facing faculty members. Thus, it enhances their loyalty and belonging, simplifies procedures in the educational learning process and identifies obstacles. Also, it makes the learning environment more effective by developing the students' capabilities and helping them adapt to the requirements of the advanced-educational learning process.

Moreover, it helps them link originality with modernity to increase the balance between the elements of the educational learning system. Finally, it helps apply the educational objectives accurately and

clearly in line with the curricula development to a moderate degree. This result is consistent with the findings of Mahmoud.

Results related to the second question: Are there statistically significant differences at the level of significance ( $5.0 \alpha = 0$ ) of the Jordanian- universities faculty members' awareness degree about the role of governance components following the gender and academic rank variables?

The results showed no statistically significant differences between the arithmetic means of the faculty members' awareness degree in Jordanian universities about the role of governance components following the gender variable. However, the significance values for "F" were more than 0.05 for each dimension. This result may be attributed to the Jordanian university faculty members' knowledge of modern and contemporary educational learning processes. Besides, it may be attributed to the faculty members' awareness of the importance of the governance components in developing school curricula in line with the requirements of the current era. Also, their awareness helps meet future predictions that help solve many problems facing graduates in work.

The results also showed no statistically significant differences between the arithmetic means of the faculty members' awareness degree in Jordanian universities about the role of the governance components following the academic rank variable. However, the significance values for "F" were more than 0.05 for each dimension. These results may be attributed to the fact that faculty members in Jordanian universities are constantly required to conduct scientific research in developing curricula and publishing them in international journals. Besides, they are in constant dialogue regarding current scientific topics that serve the educational learning process.

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