



ISSN:1991-8178

## Australian Journal of Basic and Applied Sciences

Journal home page: [www.ajbasweb.com](http://www.ajbasweb.com)



### The Degree of Middle East University's Application of its General Policy Axes: the Academic and Administrative Staffs' Point of View

Yacoub Nasereddin

Head of Trustee – Council at the Middle East University, Amman, Jordan

#### ARTICLE INFO

##### Article history:

Received 10 October 2015

Accepted 28 November 2015

Available online 30 November 2015

##### Keywords:

University general policy, Middle East University, and both academic and administrative staff members.

#### ABSTRACT

Reformation of universities is considered as an inseparable part of community reform. It is considered as the mirror that reflects the negativities of the community. They also have a role in reforming it. Furthermore, to motivate their roles, their trustee councils should accomplish the following: (i) draw the general policies and follow up their application, (ii) adopt wisdom as an administration technique and a methodology of work aiming at achieving the vision and the message of universities, (iii) attain its destinations and bear its societal, scientific and research responsibilities reaching knowledge generation, (iv) solve societal problems and strictly and solemnly deal to reform the community, and ultimately (v) develop and fulfil needs of universities. Drawing the general policies of universities and following up their application stirs plenty of challenges, such as, the challenge of administering and dealing with it, especially in the shadow of the existence of public and other private universities. This requires the existence of a united policy for that, able to understand the differences among universities in occupations, fundamentals, purposes and properties. Consequently, the results have shown the following: The degree of Middle East University's application of its general policy axes, from the academic and administrative staffs' point of view was great. Results did not reveal the existence of differences with statistical indication at the level of statistical indication ( $0.05 = \alpha$ ) in the degree of applying the general policy axes by the Jordanian universities, from the teaching staff members' point of view at the difference of the academic rank variables (professor, associate professor and assistant professor) and also at the difference of occupational name variables (dean, department chair – person, and a teaching staff member).

© 2015 AENSI Publisher All rights reserved.

**To Cite This Article:** Yacoub Nasereddin., The Degree of Middle East University's Application of its General Policy Axes: the Academic and Administrative Staffs' Point of View. *Aust. J. Basic and Appl. Sci.*, 9(35): 199-206, 2015

#### INTRODUCTION

The strategic planning is considered the main exit from the present age complications preparing for entering the age of wisdom. It concerns about specifying the future of the university and the goals it is seeking to achieve, and it is directly connected with the strategy concept. It is the technique chosen by the university leadership to get benefit from the available resources to achieve the best results. It expresses the real understanding of what occurs in both, internal and external environments of the university, in terms of points of strength and weakness, opportunities and risks included. The aspect that enables us to look up to the future and prepare for it by formulating a group of the strategic replacements that lead the university to attain its goals, and make available the best conditions and circumstances that contribute in achieving them.

To enable universities to deal with the age of information and its vocabulary, and understand its technicalities that force themselves on the different sectors of the contemporary life, which consequently prepares them to enter the age of wisdom and interact, it is essential for them to begin the change process and comprehensive and radical development, surpassing the form and content, in order to achieve the appropriate image with the requirements of the age of wisdom. This process requires their trustee councils to draw special policies for each university accurately and clearly based on its vision, message and goals, through adopting the saying that strategic planning is concerned with the future and looking up to it, and it is a mean to thinking and behaving for making a certain change, and it is a continuous process in which experiences accumulation is invested and looking up to the future with all its variables and latest developments in response to renewing internal and external circumstances. By

that it requires an intellectual innovative effort, a sharp outlook, and abundant discipline and commitment. Also, the desire and innovative skill are required to choose the time tracks of performance, instead of waiting till the occurrence of incidents and crises that might push us to take reactions at a barren way. Generally, the non – looking up to the future and waiting it may be a cause of our lingering and delay from others. This may make us bear great negative results at all aspects of life (Naserel Deen, 2012).

Formulation of the strategy is done in light of specifying the vision and message of the university, paying attention to the variables of both, internal and external environments. That requires drawing the general policies of the university that are entrusted with universities trustee councils, considered as a road plan for leading the university. The general policy of the university is a group of rules and principles that govern the conduct of work in the university specified beforehand in cognition with the university trustee councils, with which, the leaderships of the university and employees are instructed at the different levels when they make decisions related to attaining goals. Policies are classified in three levels, represented in the university, its occupations and processes, whereby, the policies may be of three types: (1) represents the policies at the university level (internal and external). It reflects vision, message, objectives and essential values of the university. It also employs an instructor to evaluate the strategy of the university; (2) this type covers the occupational policies related to activities and works inside the university deanships, departments and centres, and characterized with the high degree of motivation and specification; (3) third type represents the operational policies that concern about decisions related to the daily and future operations of the university (Naserel Deen, 2012). However, the general policies for each university should be consistent with its vision and message aiming at achieving levels of performance with high quality of the universities. The results of this study can help researchers in bridging the gap of research in terms of drawing the general policies by the trustee councils of each university, aiming at achieving high quality levels of performance for universities.

### **Background of The Study:**

University education is considered the factual guarantee for any community and the basic element to achieve development and considered from the most important instruments through which the state can escort the movement of technological progress occurring in the contemporary world. It directly and indirectly contributes in deciding and supporting the qualified and trained human potential to provide them in the human development process. It is the renewed spring to graduate those human cadres at the

different fields of production, investment and services. From this starting point, the university education is in a continuous need to draw clear and specified policies to escort the technological progress and modernism (An-Najjar, 2013).

There are brilliant sides for applying the university general policies, and in case of the non – restricting with them, there will be dark sides, we will attempt discussing them (Al – Absi, 2013): (i) capitalism that dominates some universities; (ii) punch of administrative decisions issued by some universities' presidents that may cause legal violations, such as, the technique of choosing both, academic and administrative staff members and entrusting them occupy posts in the university; (iii) vagueness of basics, upon which, the policy of some universities is performed or the extent of their legality and justice and the range of their patriotism and significance in building an educational learning utility at a distinctive size and impact. In this form, we could not see a general policy of the university in the degree we can call it the policy of the university president.

For example the policy of Petra University and its philosophy start from its Islamic dogma, deriving the vision and objectives from the spirit of its Arabic and Islamic civilization, and instructions of the Hashemite leadership, balancing between seeking to build the conscious believer individual, and developing and forming the awareness and cognition at all scientific fields and in the different spheres of life, aimed at forming the consistent strong community and intellectually, scientifically, and methodologically developed. The University of Petra believes in its social responsibilities towards the local Jordanian community. It seeks to provide experience and specialized consultation through scientific researches, deep studies to solve problems and challenges that the community confronts, especially the productive and industrial sectors in it (University of Petra, 2014). However, the general policy of Al-Jinan University is represented by the following (Al-Jinan University, 2014):

- Respecting the individual as a human being regardless of his/her special needs and not to discriminate among people because of race, colour, sex, nationality, school...etc.
- Non- violating Lebanese rules and regulations, and commitment to requirements of the Lebanese Higher Education.
- Appropriateness between the academic and scientific outputs of the university, and requirements of the human development, fulfilling the different needs of communities whether in Lebanon or in the Arab and regional surroundings.
- Following up the application of the international quality system of higher education, and the standards of the international accreditation consistent with the university message.

- Continuous improvement and the permanent development of the human scientific, academic and practical experiences with the highest ability, the thing that elevates the students' scientific and practical efficiency through following up and training.

- Permanent work to reach with the employees to the highest degrees of accuracy and participation, then the true belongingness for the identity and vision of the university.

- Commitment with ethics of work, and encouraging the individual initiative and supporting it to reach with its owner to what he aspires and what attracts goodness for the university.

- Entrusting scientific research and the academic distinction the extreme significance, through making available different means of cognition and establishing the specialized research centres, to be a reliable basic reference.

- Keeping away from religious and political sensitiveness, reinforcement of citizenship concepts, and following the principle of co-operation to serve generations.

- Escorting the scientific development and civilized communication, conserving fundamentalism and heritage.

- Stabilizing the fundamentals of the sustainable environmental development, and keeping the resources.

Meanwhile the policy of the Islamic University in North America (Mishkat) niche starts from antidiscrimination represented in the following (Islamic University in North America, 2014): (i) assures its policy related to equality in saving programs, services, acceptance or rejection and equivalence of labour opportunities; (ii) the policy of the university and its internal regulations assure providing academic and practical spheres empty of all types of discrimination including terrifying or threatening; (iii) prevents and prohibits all types of terrifying and discrimination against any person, as a result of his age, origin, colour, disability, nationality, race, religion, sex, or for his choices in his private life, or for his former manner in the army; (iv) non-negligence in deterring any discrimination or terrorism, against any professor, employee, or student.

The policy of Hulwan University depends on enlargement in benefitting from the available opportunities in front of the university to enlarge and get distinction in the fields of education, studies, researches, serving the environment and the active interaction with the local community, in addition to the technological modernization until coordination and integration occur among the technological needs of the different faculties and fields of specialization. And also glorifying the return from the available technological systems of the university, such as libraries, factories, information centres and systems

of communication and else (Hulwan University, 2014).

Nevertheless, the Middle East University defines the policies that they are the directed broad lines for building the university strategy to achieve its vision, its message and its objectives within the systemizing rules of the higher education sector and regulations of the university and its instructions and guides the decision – makers in their decisions (Middle East University, 2014).

It is noteworthy to mention that, universities in the world differ due to the differences in terms of their scientific specializations and their policies, but they bear a unified message, first and foremost; it is sharing in the renaissance and development of the community to which they belong, through investment in the human element and working on forming it, and developing its abilities, as considered a basic brick in the growth of any community, whatever was its cultural and social specialty. The ultimately yielded the significance of adopting a new education that fits the requirements of all individuals of the community, which includes students, workers, or professionals, as a new type of learning completes, and assists the classical education, for the electronic education did not come to replace the classical education, but complemented the educational process and fulfilling the needs of a broad category of students, due to what the world around knows of continuous growth, where they were asked to search for new methods and suitable to reach the information and benefit from it easily and effectively (Colombos University, 2014).

In the field of previous studies, the researcher did not find any study discussed the university policies directly, but part of the studies indirectly indicated (Olsbo, 2013). Olsbo (2013) studied the open policy and its impact on universities success. It shed an accurate outlook on organizing the universities on the Internet and organization in the list of classifications on the Internet. A study attempts whether there was a relationship among those arrangements. This study was done by analysing the success of Jyväskylä University and the university Archive Warehouse in these classifications. This comparison showed that, Jyväskylä's achievement plays a significant role in the success of the university, especially in terms of analysing the presence of the university, existence and openness; and as well as analysing the success of eight European states in those arrangements and across reading these results with the development of the proportional quotation effect, which appeared in a report issued by the Finland Academy, some mutual trends attracting the attention can be seen. The three countries, Finland, Denmark, and Norway seem to be similar in their way to ascension at all comparisons. However, the only clarifying factor of these results is the possibility of the open reaching in these countries.

Jonson (2013) had prepared three reports about the policy of higher education, research and innovation in Iceland by employing Fouko method for analysing the speech. These reports were submitted in 2009 and 2012 aimed at simplifying the system of research and innovation in Iceland. Meanwhile in appearance the reports include practical recommendations. Furthermore, the study revealed a strong ethical stand in the reports, that express fears from many universities and two small institutes exert efforts for largely spreading without the existence of prepared policies for that. Suggestions of confirming the system tend to simply submit by indication that it is important to do that, but sometimes these assurances, or motives with proofs also interweave for universities and research institutes, bigger and stronger. The reports had focused on the innovation and creating an economic value, where gathering between research, science and economy strictly with the objective of economic growth. There is a faint touch, where it is relatively easy to specify the good research, or the type of researches. Nevertheless, it seems that, the main standard to make the research better, is that, the research to be beneficial in deeds and industry, and the academic freedom, and from the other side it is rarely academic freedom, and from the other side it is rarely discussed in reports.

Russel (2014) submitted a scientific paper related to building the policies in a typical form, and had shown the characteristic trait in the open reach in researches policies in the university for numerous years, but there was such a change in the level of the activity after Venish's report and subsequent advertisements to the policy from Researches Council in the United Kingdom and the Council of Financing the Higher Education in England. Nonetheless, the open reach submits a number of practical challenges for the individual researchers, which should the universities overcome. Moreover, some processes were prepared and the acting systems to improve supporting the open reach, and there was a renewed concern in the golden and green initiatives from the academicians, support employees and great executive directors in the university. And the ambitions and the priorities for the coming months are summarized.

Yang (2011) made a study, entitled "Development in China policy for Private Universities" since the organizational index to reinforce the private education in the Republic of Popular China. It had strongly encouraged the execution of the private education in the main country of China, by support and direction in accordance with the policy of the government. In 2009 there were 256 private universities and 44, 61, 400 students in the university stage and the colleges governed by this policy. Furthermore, the development of private universities can be considered a significant movement in the field of

higher education. Therefore, and because of the acceptance given by the government to establish independent colleges and ambiguity related to administrative control on private universities, there are institutional barriers on the development of private universities. These difficulties faced by private universities, urge to swift improvement of the government policy for the sake of reinforcing the important role of the private universities in developing the higher education. The political conflicts analysis had been done among the private universities actually and legally existing with those independent universities (but they are not completely legal), in an attempt to find a way to reinforce the significant role of the private universities in developing the higher education. Policies and data had been analysed to explore the problems faced by the private universities, through their development, in an attempt to find proofs to solve problems. The study deduced that, the suitable treatment for man and the legal factor in administration, through carrying out the policies is the relationship between the public and private financing, and stability of the higher education and development had been analysed. There is a significant means to develop the private universities that is excusing the public administrations related to take starting initiative of responsibility, control and support the private universities work.

Whereson (2010) studied about "the academic and administrative speeches of transferring cognition at a new university in Scotland", that the systems of higher education in many parts of the world, suffer from appearance of policies for transferring cognition. The speech of the policy of transferring cognition reflects attempts to make universities more responding to the needs of transferring cognition economy, and can be looked at considering it the trend towards extracting a bigger sharing from universities for the economy and the community as a whole. This paper explores some practical tensions connected with motivating the policy of transferring cognition with studying the case of institutions. And analysing the speech from the university documents and doing meetings with directors and academicians, and shedding light on the conflict between the decision – makers and academicians about setting a strategy of transferring cognition. Moreover, the case uncovers the possible slippery places to confirm the commercially directed method in the policy of transferring cognition at a service direction of the academic community. And the effective picking in the feeling of serving the community in the academic community in designing the policies may be one of the means to guarantee success and the policy of transferring cognition will never be a wording "lost in translation".

In light of precedents, the trustee councils of universities are entrusted to draw the policies of their universities, taking in consideration that we are at the

threshold of the age of wisdom, which needs of us to review all what we practice of policies, and enter this age strongly ready from all sides; the scientific, the cultural, the researching and the technological sides. Ultimately, previous researches have agreed that, the general policy of the university forms a basic basis of the modern administration, especially in the age of the mind and informatics. This gives it the ability to excel and succeed. From here the present problem of study appears, represented in the weakness of practice or applying the general policies in the universities. The present study seeks to answer the following questions:

(1) What is the degree of the Middle East University's application of its general policy axes, from the administrative and academic staffs' point of view?; (2) Does the degree of the Middle East University's application of its general policy axes, from the academic staff members' point of view differ by the difference of the academic rank variables (professor, associate professor, assistant professor?"; and (3) Does the degree of the Jordanian universities' application of their general policy axes from the administrative staff members'

point of view based on the difference of occupational name variables (dean, chairperson of department, teaching staff member?).

#### **Methodology of Study:**

This study has employed the following two research methods: (1) the inventive analytical method, which analyses the related literatures to build the theoretical framework of study, and deduction of the significance of general policies drawing for each university, with what agrees with its vision and its message; (2) the descriptive method performed on information collecting and provided data in the instrument of study and analysing it to reach the answer of their questions.

The community of study consisted of all the teaching staff members in the Middle East University for the academic year 2013-2014, amounted to (169) members. However, the sample consisted of all the teaching staff members, after setting aside (18) members with whom aid was sought to be sure of the questionnaire settlement, and so the sample consisted of (151) members. Table (1) clears the distribution of individuals of the sample of study.

**Table 1:** Distribution of individuals of the sample of study

Academic Rank Post Occupied	Professor	Associate Professor	Assistant Professor	Total
Dean	7	0	1	8
Chair – Person of Dept.	5	11	10	28
Teaching Staff member	26	31	60	117
Total	38	42	71	151

The instrument of study was represented in a questionnaire prepared by the researcher depending on the following:

1. Cognizance on the theoretical literature connected with the subject of general policies in the university.
2. Benefitting from arbitrators' opinions.
3. Benefitting from some of the previous studies related to the subject of study.

In light of that, the researcher deduced (79) paragraphs, which represented the general policies in the university, and gave a weight to each paragraph in accordance with Likert's five-point scale (agree hardly, agree, neutral, reject, reject hardly) and digitally represents (5, 4, 3, 2, 1) in order, distributed among (24) fields.

To be sure of the validity of the instrument, it was shown to a group of 20 arbitrators' of the teaching staff members in the Middle East University. That is in purpose of specifying the extent of validity of the paragraphs of the instrument and its representation of the purpose for which it was built. The researcher had benefitted from the arbitrators' notes, concentrated on merging some paragraphs and amending the formation of some other in terms of structure and language; (15) paragraphs were omitted and (5) paragraphs were added, hence the total number of instrument paragraphs were (79), instead of (89) paragraphs.

To be sure of the reliability of the questionnaire, the researcher distributed the questionnaire, after the arbitrators had amended it, on an exploring sample consisted of (16) teaching staff members from outside the sample of study. The internal consistency coefficients had been counted by (Cronbach's Alpha) for all dimensions of study, its value had amounted to (0.84). And Pearson's connect coefficient was extracted for application with a difference, and the coefficient value was (0.88). This value is enough to consider the instrument reliable and make it valid for the study purposes. To specify the extent of response in light of the sample of study estimations, the researcher had adopted the following standard: from (1 – 2.33) at a small degree; from (2.34 – 2.66) at a medium degree; and from (3.67 – 5.0) at a great degree.

#### **Results of Study:**

This section discusses the results of the study that was reached through analysing the collected data. And making the results show easy, they were classified in accordance with the questions of study. In the following is a show of those results and statistical data related.

#### **The results of the first question:**

"What is the degree of the Middle East University's application of its general policies axes,

from the academic and administrative staffs' point of view" To answer this question the arithmetic means and standard deviations were counted to responses of the sample individuals on the fields and paragraphs of study instrument. Results related to response of the sample of study individuals on the fields of study, where arithmetic means and standard deviations were counted for responses of the individuals of the sample on the fields of study (see Table 2).

It is clear from the above Table that, arithmetic means for responses of the sample of study individuals on the fields of the questionnaire, amounted between (4.10 – 4.33) at a standard deviation amounting between (0.78 – 0.85). Furthermore, the field of high quality came in the first rank at an arithmetic mean of (4.33) and a standard deviation of (0.85), and the respect and ethics came in the last rank at an arithmetic mean of (4.10), and a standard deviation of (0.78). However, the respondents answered the 78 items that measured the degree of the Middle East University's application of its general policy axes, whereas, the

general average of the instrument is 0.91 with 4.02 standard deviation. The arithmetic means of the individuals of the sample of study responses on the questionnaire amounted between (3.38- 4.55) with standard deviation amounting between (0.72 – 1.21). The paragraph that words on "the university has a quality office and high quality guarantee entrusted with the task of conducting the high quality system and following up its application", had come in the first rank at an arithmetic mean amounts to (4.55) and a standard deviation amounts to (0.72). Additionally the paragraph that words on "the university has a system of motives for the distinguished people of both the teaching and administrative staff members", came in the last rank at an arithmetic mean amounts to (3.38) and a standard deviation amounts to (1.21). Likewise, the general average of the whole instrument amounted to (4.02) and an arithmetic mean amounts to (0.91). This corresponds with a great degree of response.

**Table 2:** Arithmetic means and standard deviations for responses of the sample of study individuals on the fields of study

No	Field	Arithmetic Mean	Standard Deviation	Degree Response of
1	High quality	4.33	0.85	Great
2	The image of university and its reputation	4.31	0.77	Great
3	Rational govern ship	4.30	0.66	Great
4	Responsibility	4.30	0.70	Great
5	Teaching Staff members	4.22	0.85	Great
6	Programs, samples & plans	4.21	0.80	Great
7	Administrative Staff	4.20	0.70	Great
8	Students	4.19	0.71	Great
9	University Resources	4.16	0.82	Great
10	Scientific Research	4.16	0.70	Great
11	International Cooperation	4.16	0.71	Great
12	Skills	4.16	0.82	Great
13	Electronic Culture	4.15	0.70	Great
14	Activities	4.15	0.71	Great
15	University adoption of feedback	4.14	0.82	Great
16	Variety of Culture	4.14	0.78	Great
17	Volunteering work	4.13	0.72	Great
No	Field	Arithmetic Mean	Standard Deviation	Degree Response of
18	Plans of work	4.12	0.80	Great
19	Organizational Culture	4.12	0.72	Great
20	Etikate & Protocol	4.12	0.90	Great
21	Contact & communication	4.12	0.78	Great
22	Outputs	4.11	0.72	Great
23	Classification of Universities	4.10	0.90	Great
24	Respect & Ethics	4.10	0.78	Great

The result can be explained on the basis that, the university applies its policy to achieve its objectives. That is represented through the office of quality and the guarantee of high quality, entrusted with the task of conducting the system of high quality and following up its application, which shares conserving the fame of the university through the periodical evaluation of its administrative, technical and financial work. There upon, the responses of the sample of study individuals came high. This is a clear indicator to apply the university policies in an organized and effective technique.

#### **The results of second question:**

"Does the degree of the Middle East University application of its general policies axes, from the point of view of the academic staff with the difference of variables of the academic rank (professor, associate professor, and assistant professor)? To answer this question the arithmetic means and standard deviations were counted for the responses of the sample individuals on the instrument of study as a whole (see Table 3).

**Table 3:** Arithmetic means and standard deviations for the responses of the sample of study individuals on the instrument of study as a whole due to variables

Variable	Level	Arithmetic Mean	Standard Deviation
The Scientific Rank	Professor	211.03	11.01
	Associate Professor	201.45	10.99
	Assistant Professor	199.89	12.14

It is clear from the previous Table that arithmetic means and standard deviations for the response of the sample of study individuals on the instrument as a whole, in light of the variable of the academic rank.

Furthermore, to investigate the indication of differences among those averages, the one ANOVA analysis was used, as illustrated in Table (4).

**Table 4:** One Way ANOVA analysis for differences among averages of response of the sample of study individuals on the instrument as a whole due to the variable of the scientific rank

Variable	Variety Source	Squares Total	Freedom Degree	Squares Average	Counted Value	Statistical Indication Level
Scientific Rank	Between	2.06	2			
	Groups inside	57.58	148	1.03	2.65	0.089
	all Groups	59.46	150	0.39		

It is clear from the Table (4) that the non-existence of differences with statistical indication at the statistical indication level ( $\alpha = 0.05$ ) in the degree of the Jordanian Universality application of the general policy axes, from the point of view of the teaching staff members by the difference of the variables of academic rank (professor, associate professor, and assistant professor).

This result can be explained on the basis that all the teaching staff members at the difference of their academic ranks apply the policies of the university by the same rank of their feeling and perception that the organized work in accordance with the policies of

the university leads to reserve rights and develop the university work to the highest levels.

#### *The results of third question:*

“Does the degree of applying the Jordanian Universities of their general policies axes, from the point of view of the administrative staff members in it by the difference of variables of the occupational name (dean, department chair person, and teaching staff) To answer this question, arithmetic means and standard deviations of responses of the sample individuals were done on the instrument of study as a whole (see Table 5).

**Table 5:** Arithmetic means & Standard deviations of the sample of study individuals' responses on the instrument of study

Variable	Level	Arithmetic Mean	Standard Deviation
Occupational Name	Dean	199.18	14.69
	Department chair – person	200.04	15.24
	Teaching Staff Member	197.58	13.24

It is clear from the previous Table that, arithmetic means and standard deviations for responses of the sample of study individuals on the instrument as a whole, in light of the variable of the

occupational name. To investigate the indication of differences among those averages, the One Way ANOVA analysis was used as illustrated by the Table (6).

**Table 6:** The One Way ANOVA analysis for differences among averages of responses of the sample of study individuals on the instrument as a whole due to the variable of the occupational name

Variable	Variety Source	Squares Total	Freedom Degree	Average of Squares	Counted Value	Level of Statistical Indication
Scientific Rank	Between Groups	1.99	2			
	inside groups as a whole	56.51	148	0.995	2.61	0.091
		58.51	150	0.381		

It is clear from the Table (7) that, the non-existence of differences with statistical indication at the level of statistical indication ( $\alpha = 0.05$ ) in the degree of applying the general policy axes by the Jordanian universities, from the point of view of the teaching staff members with difference of the variable of the occupational name (dean, chair – person of department, a teaching staff member). Furthermore, this result can be ascribed to belongingness of the teaching staff members to the university and working strictly in accordance with

the policies of the university, irrespective of their occupational names to show the brilliant fame of the university, and its strictness and objectivity at work and the responsibility of each individual of the university individuals.

#### *Recommendations:*

Based on the results, the study suggests the following recommendations: (i) The necessity of the Trustee Council of each university to draw a general and clear policy for the university, harmonious with

the philosophy of the university, and the philosophy of the Ministry of Higher Education, and the community in which it lives, in addition to the philosophy of the nation to which its local community belongs; (ii) Holding workshops to recognize both teaching and administrative staffs and students with the general policy of the university, aiming at increasing their ability to contribute in achieving it, and the objectives that should be worked on to develop; (iii) To define the university a specified and clear definition, the thing that reflects the societal responsibility of the university and the expected role in the field of higher education of the community people and sharing in their socialization an educational and teaching socialization, harmonious and agreeing with its objectives; and (iv) Conserving the picture of the university and its reputation through the responsibility of each individual of the university.

### REFERENCES

- Al-Jinan University, 2014. Policy of Al-Jinan University. Available on the electronic site: <http://www.jinan.edu.ib/>
- An-Najjar, Ibrahim Yaser, 2013. Role of National societies in Developing the policy of University Education. Available on the electronic site: [http://insanonline.net/news\\_details\\_arab.php?id=24055](http://insanonline.net/news_details_arab.php?id=24055)
- Columbus University, 2014. Policy of Columbus University (2014). Available on the electronic site: <http://www.columbus.info>.
- Helwan University, 2014. Policy of Helwan University. Available on the electronic site: <http://www.helwan.edu.eg/>
- Johannesson, Ingolfur Asteir, 2013. Excellence, Innovation and Icelandic. Academic freedom in University Policy in Iceland. Review on Politics & Administration. (9)1: 79-99, 21.
- Naserel Deen, Yacoub Adel, 2012. Drawing policies of the University preparing for the age of wisdom. Available on the electronic site: <http://www.addustour.com/16387>.
- Olsbo, Pekka, 2013. Does openness and open access policy relate success of universities? Information Services & Use. 33(2): 87-91.
- Russell, Jill, 2014. How are universities putting policy into practice, from both library and research perspectives? Insights: the UKSG Journal, 27(1): 25-31.
- The Islamic University in North America (Niche), 2014. The Policy of Islamic University in North America (Niche). Available on the electronic site: <http://mishkahuniversity.com>
- University of Petra, 2014. Policy of University of Petra. Available on the electronic site: [www.uop.edu.jo](http://www.uop.edu.jo).
- Wesun. Alec, 2010. Triple translation: academic and managerial discourses of knowledge transfer policy in a new university in Scotland. Discourse: Studies in the Cultural Politics of Education, 5(31): 665-682.
- Yang Yingxiu and Wang Zhichao, 2011. The Development of China's Policy of Private Universities. (English). New Horizons in Education., 3(59): 82-88.