



Presenting a Systematic Framework of Factors Influencing the Policy of University Governance Transformation

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Abstract

This article uses the ultra-compound method to provide systematic framework of effective factors. Meta-composition method is choosing 470 related articles and research in 2000-2024 from Web of Science citation index. This research is qualitative and interpretive paradigm aiming to discover the characteristics of development policy governance. Also, in terms of research time, it is cross-sectional. The characteristics of this new approach to transition of governance can be seen in four categories; The role of the state, university, society and the market. Each of these four groups also has parts below. The issues of "power and policy developments, policy processes improvement" and "Information exchange, trust and diverse", the researchers have had more and more different research on issues of "qualitative and quantitative development" and "raising of the student's generation" and have not been studied in different dimensions. On this basis and regarding the importance of policy issues, implementation of policies, future research can pay more attention to the recent two dimensions. The findings of this study can be useful for applying new approaches to improve governance transformation in different policy fields.

Keywords: Policy, Governance Development, Evolution of Higher Education Governance, Meta-Synthesis

1. Introduction

Generally, public policies are based on different patterns and ideas. These theories and models are the basis of the different types of view (world) and human beings are the basis of the formation of different patterns and theories in different areas [1]. Different expressions of difference in the basics of ontology and anthropology and values and practices and costs appear and affect them. Accordingly, public policies associated with values and biases and notations are associated with society's accepted values [2]. In general, the origin of the entrepreneurship argument is in spite of different viewpoints and definitions and, in some cases, In other words, entrepreneurship was like other economic concepts such as market balance and price under the influence of economic equilibrium and authorities in those schools [3].

The global shift toward economies and knowledge-based societies quickly makes knowledge-based a public policy-making arena. Along with facing and awareness of



communities about major challenges such as water changes and air challenges, the employment of graduates is increased the expectations of policy-makers from educational and research systems to offer solutions to these challenges and higher education is also important in different directions for other policy-making fields. In fact, higher education throughout the world is increasingly pushed to the other areas of public policy under pressure of higher education, as well as the movement of economies and societies towards knowledge-based societies has strengthened the role of higher education of research and innovation in the development of national economies. This means that higher education has become integral part [4]. Governance is one of the most important and complex aspects of the higher education system, and it has a great impact on all activities and has been clearly affected by the drastic changes in higher education that started since the 1980s [5]. Talking about governance in education systems reveals a few things: It is not really obvious that governance concepts in educational systems are shaped by a dominant actor such as government and its executive employees, but by some other actors involved in the formation of an educational system. Another feature of the governance landscape is that complex social systems should be considered as multi-level systems. This means that actors involved in the governance process have to be This is because the actor's intervention logic is a level with the logic of interference. On this basis, in the matter of developing and transforming educational systems The approach of several disciplines focuses on the main issue in the development of the system [6].

The topic of higher education governance refers to the legal allocation of power among diverse decision-making stakeholders in higher education and its administrators. Higher education governance aims to connect common public interests and understand their goals and determine the boundaries of authority in theory and practice. Who should decide and what the focus of decisions is [7].

Although the employment of students is influenced by a wide range of factors and stakeholders, the university plays a vital role in promoting the employment of graduates and preparing them for work and community, equipping them with knowledge, skills, values and confidence to identify and finally taking advantage of opportunities to create jobs for them [8].

Thirunavukarasu et al [9] have stated that higher education institutions are criticised for their lack of necessary skills in graduates seeking jobs. In fact, what reduces graduates' employment is the gap between graduates' skills and labour market expectations. To study these goals, prepare the European higher education system for training the human resources This, in turn, called for a shift in the methodology of governance and administration. In this framework, at present, governance throughout Europe is high education In light of contemporary concurrency processes such as the Bologna Process and the expansion of public administration, new institutions have been influenced by competing approaches about how higher education systems and institutions should be managed [10]. According to the role of higher education in scientific development and its impact on the most important role of higher education It is also necessary to realise the goals and outlook of higher education system. If higher education is not to lose its enormous and rapid changes, it is necessary to make a



purposeful change in itself and the governance systems. Change is a matter that in any phenomenon is established; Higher education of communities also from these Over the years, due to the conditions governing societies and societies, it has experienced major changes. The effectiveness of higher education institutions and universities of those conditions has led to a wide range of fundamental transformations and missions and governance systems [11].

Regarding the role of higher education in scientific development and its impact on In addition, the realisation of goals and perspective of the society of higher education is always possible In these conditions, if higher education wants to avoid huge changes and rapid environmental changes, it is necessary to make a purposeful change in itself and governance systems. Change and transformation is what is needed in every phenomenon. Higher education of communities has not been exempt from this fact. Over the years, society has experienced radical changes in response to social, economic and educational needs. The higher education institutions and universities have been influenced by these conditions have led to a wide range of upheavals in which a spectrum of authorities and governmental systems have been based on. This study seeks to identify the effective factors on the policy of developments.

2-Review of research literature

The researchers have done many studies to find the path of policy-making networks in the public policy literature. Both Kligen and Kuchinjan have identified this change along with the two previous mainstream approaches in the public policy literature, by looking at the change toward policy-driven and policy-related platforms. They plot this path from "traditional public affairs" to "modern public management" and eventually to realise "governance networks approach[12]. Policy making networks have emerged in the rule of complex policy problems that cannot be assigned to a particular role maker. The focus of this field's research is on "shaping laws, preferences and resources that shape political achievements." If this approach is applied to the policy networks, realisation of network governance through governing networks will lead to accountability for the complex policy issues [13]. Problems that have a high failure cost to respond to, and a large number of actors are responsible for solving them, and are effective in solving complex problems and building social capital among the actors [14]. What makes policy networks particularly conceptualised is that they provide solutions to collective action issues and track the efficiency and legitimacy of policy-making. In the literature of policy networks, one can do this analysis based on two main axes [15]: 1. Quantitative analysis of the network versus qualitative analysis and 2. Policy networks as a kind of mediation of benefits against policy networks as a special form of governance.

The simple meaning of governance is the process of decision making and the process that is not implemented. Since governance is the process of decision and decision execution process is an analysis of decision making and informal governance that focuses on decision making and implementation of decisions and formal and informal structures embedded to achieve these decisions and their implementation [6]. The actors involved in governance are different depending on the level studied so it is possible that we have to deal with governmental bodies such as governmental organisations, religious leaders' research institutions, political party



funding agencies, etc. Governance is related to the government in terms of the relationship with other social organisations, the way they interact with citizens and the way decisions are made in a complex world based on it. Accordingly, governance is the process that communities with organisationsthrough their, decisions that involve themselves in this process and determine who should be involved in the process so the concept of governance can be used in various forms of collective action [16].

To say the concept of governance in educational systems reveals a few things: First, it is not organised by a dominant actor such as the government and its executive staff, but by other actors involved in the formation of a system of education. Another feature of the governance landscape is that social systems must be considered as a multi-level phenomenon. This means that all actors involved in processes are not involved. This is because the logic of actors' intervention has a level with the logic of intervention. Based on this, in the matter of developing and evolving educational systems, the multi-level approach focuses attention on the issue of cross-border coordination among different levels of system, which is the most important issue in system development [17]. Factors affecting the performance of higher education institutions have led to the actors to form a multifaceted governance approach. For effective governance of higher education system, distribution of roles among different pillars is needed to guarantee that they are carried out in optimum conditions. In addition to this system, it requires a set of appropriate controls and watch [18]. According to the complexities of higher education system, multi-level governance is one of the most important frameworks of higher education in Europe. Some scholars have emphasised the empirical and normative conceptual aspects as follows:

- 1- Internal-international dimension which represents the appearance of layers of governance beyond.
- 2- The centre around which focuses on the ceding of power to local actors and institutions of higher education.
- 3-The government-society that is government interference andactors This means that the intervention of multiple actors is only oneafter

Although multi-level governance is proposed as a suitable analytical framework for understanding the new governance of higher education in Europe, some have gone beyond this level and have mentioned multi-actor governance and multi-issue governance in addition to multi-level governance. Since higher education policy-making, regardless of levels and actors, is not only related to higher education, the fact that higher education is presented as a policy-making solution for other sectors and that the issues of other sectors are sometimes transferred to the higher education sector as policy-making issues (For example) finding a solution to global warming with society's energy needs implies important coordination challenges. This issue can be called the multi-problem aspects of governance, which can be shown through these questions: 1-The higher education department should be investigated. 2- In which issues actors from other sectors should be involved. 3- Which issues are better answered in other sections; Therefore, in the governance of higher education, in addition to being multi-level and multi-actor, it is necessary to consider multi-problems as well[19].

University is a social institution that has a long history. Today, university and higher education is a word that derives various meanings from it: the place of education, the place of knowledge, the place of presenting lessons, the place of training the specialized manpower needed by the society, the place of research and research, the place of criticism of social, economic, cultural



and scientific systems and also a place of creativity and innovation [20]; Therefore, the university is an institution that has been focused on various topics and functions, including government, economy, society and the like. Based on such transformation and diversity, economic growth in the current era is not only dependent on having abundant financial resources or God-given natural resources, but also on having dynamic brains that have learned how to engage in mental creation. In order to identify, maintain and nurture creative and innovative talents, good or competent governance is needed in higher education[21].

Good governance in higher education in general means that the leadership, decision-making, implementation and evaluation of higher education should be done with participation and consensus among officials and stakeholders. Stakeholders refers to those who are directly or indirectly affected (negatively or positively) by the performance of the university system [22]. This governance approach includes a diverse range of different processes of the university system. Here are some of its most important dimensions.

Donina and Javarska [23], in a study reviewing the governance of higher education in Poland. This paper expands a case study of a country's governance regime of governance systems for analysing how to change the formal power structure of any reforms over the past three decades. The findings show Poland's sustainable imbalance in each theoretical framework Educational Governance Despite a set of reforms, Poland's power-sharing arrangements remain a compromise that combines the market model with the legacy of an institutionalised, deeply rooted and resistant model of change reintroduced in 1990. Burkens [24], studied the evolution of higher education performance measurement, which is a relationship of between the two in a system and its target audience. The digitisation of learning, management and communications systems has created the availability of data. In another research, Fatant Fard Haghighi et al[25], designed the optimal governance model in the higher education system. The findings of this research show that drawing the ideal model of higher education will be dependent on strategies such as decentralization, reengineering of structures and processes, participation of stakeholders and delegation of authority to universities, and consequences such as cultivating competent people in the higher education system are expected. Alignment and integration between multiple decision-making institutions, the realization of the original missions of higher education and the flow of good governance dimensions in higher education and (due to the educational and guiding role of higher education) at the community level. In a research by Zabetipour Kurdi et al[3], the factors underlying the implementation of higher education policies included 6 main concepts in the form of 60 categories. The main concepts are: legal, political, It is economic, technological, cultural and social.

Rosser [26], in her research, concluded that the poor quality of higher education institutions in Indonesia is to some extent. These failures show the dominance of predatory authorities and trade groups in institutional governance and in support of improved research, education and social services in both. Mualla [27], to reduce the impact of the crisis and maintain the system's performance, has been adopted by the Higher Education Council and implemented by the universities; And now as the crisis comes to an end, the impact of the crisis also has been clarified by the institutions of higher education governance and universities to reduce the impact of the crisis and maintain system performance. In another study, Sharifzoda et al[27], 31 components in four dimensions, namely, necessity, structure, and behavioural of a kind of



necessity; Therefore, it seems to pay attention to develop the field of entrepreneurship in policy-making as an alternative to hierarchical thinking in policy-making.

Table 1. Theoretical gaps

research gap	Explaining the research gap	Answering the research gap
theoretical gaps	Understanding the Components and Conceptual and Abstract Variables and Their Relations Based on Contextual Variables	enrichment of theoretical literature due to the discovery nature in identification of indexes and abstract and conceptual variables
Methodological Research Gaps	Previous research is based on case study strategy	Theories and Proven Validation with a Focus on Identifying Provenance Factors and Outcomes
Vacuum Contextual Research	Little research in the developing countries and the third world according to cultural and economic conditions	Research in developing country and Feasibility of comparative study
Applied research vacuum	Non-application of Previous Studies through Identifying Models to Meet the Applicable Requirement of Public Universities	Research Application Making, By Model Test in Iranian Public Universities and Creation of Applied Knowledge Repository
The Vacuum of Understanding Conceptual and Theoretical Models	Absence of standard models and frameworks	conceptual model design

3. Research methodology

Meta-synthesis is a qualitative study that examines the information and findings extracted from other qualitative studies related to the subject and its like. By providing a systematic view for the researchers, it explores new topics [28]. In other words, the ultra-compound approach is a kind of method of study that compiles separate qualitative researches with translation and combination process on an abstract level. The meta-composition of the search process is the evaluation, composition and interpretation of qualitative research in a particular field [29]. Qualitative content analysis can be done using inductive or inductive approach and selection of appropriate approach is done based on the objective of the study. Accordingly, when the inductive approach is used, there is not enough previous knowledge or the existing knowledge is not consistent and fragmented. The analogy approach is when the structure of analysis is based on prior knowledge, or when the study is aimed at testing the theory. In this research, qualitative content analysis has been applied with inductive approach [30].

The most well-known SUI implementation patterns include the three-stage Brussels [21], the six-stage Walsh and Downe [31], and the seven-step pattern Sandelowski and Barroso [32]. In this study, the Sandelowski and Barroso [32] (Figure 1) patterns were employed.

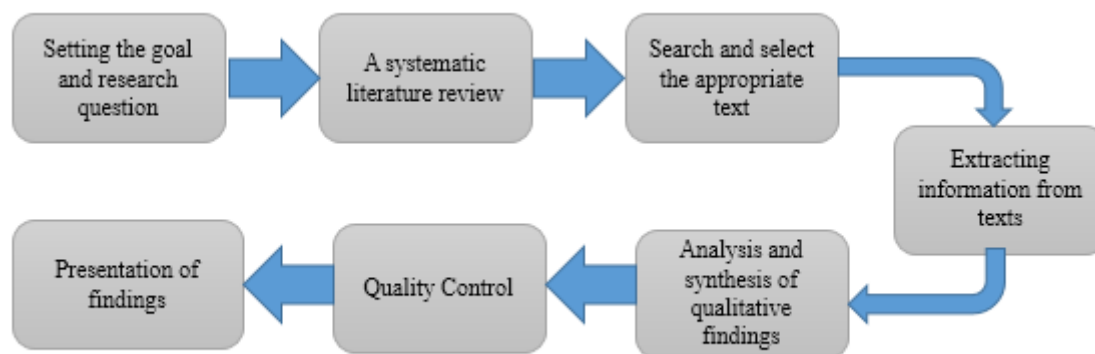


Figure 1. Successive steps of the Metatagle method (Source: Sandlevski and Barroso, [32]).

Validating the meta-composite qualitative studies is done in two methods. First, by using expert opinion for confirming the research achievements and second, by presenting a comprehensive result from the study of theoretical principles and previous studies that have been proved using the new case studies [33]. In this research, the first method is used to evaluate the research results. In order to assess the research reliability, in addition to the researcher who has encoded basic coding, another researcher has encoded the same text without informing the researcher's codes and isolated himself. If the codes of these two researchers are close, they agree in a high agreement that represents reliability [34]. The kappa test is used to measure the agreement between the two browsers or the rank. The kappa index, known as Cohen's kappa "kappa", measures the contract between two raters who have each sorted a variety of cases in multiple classes [33]. Kappa value fluctuates between zero and 1. The closer this scale to 1, the greater the agreement exists between the browsers; But when the kappa value is closer to the value zero, we see lower agreement between the two browsers. In this section, the application of ultrasonic method is more explained.

First Step: Organising research question

To adjust the research question, the parameters of what, who or the population studied and the time constraint are used as Table 2.

Table 2. Setting Research Question

Question Parameters	The answer to the question
What ?	The Policy Framework of Universities Governance Transition
The studied community	Scientific and research fields available in database (such as policy, governance evolution, higher education and etc); Magazines, Chapters of Books
Time limit	From 2000 to 2024

Second Step: Systematic Background Review

At this stage, a systematic search was conducted on published articles and books, and a list of related keywords was obtained. In this research, the combination of policy making, governance



evolution and higher education governance in the Web of Science citation index has been used to extract related articles between 2000 and 2024.

Third Step: Search and Select Appropriate Articles

As mentioned, in the Web of Science database, combinations of three main phrases were found: policy making, governance transformation, and keywords documentation to select the characteristics related to governance via policy from the documentation set provided by this database. In this regard, at first 470 papers were presented from the beginning of the history up to the time of this research. In the first step, it was attempted to remove cases that were generally different from the objectives of the study. It should be noted that at the end of this stage, the number of remaining papers was 217. Regarding to focus on the first hand and related references that specifically deal with this topic, in this stage, by more precise investigation of the abstracts, those that were not related to the aims and questions of this study were removed. In this stage and pursuing abstract studies, articles that were not available in English language and abstract had been deleted as well. In addition, papers with low references were excluded from the series at this stage. At the end of this stage, 72 articles were left for review. This process was extremely time consuming, but it allowed the researcher to be sure of the issues that he had learned during the review, which could have access to some of the most neglected topics in the field. Furthermore, the articles (10 articles) that did not notice any specific feature of the evolution of governance in higher education, were excluded due to having exceeded the previous steps. Finally, 45 articles were analysed. The overall scheme of the process passed is shown in Figure 2.

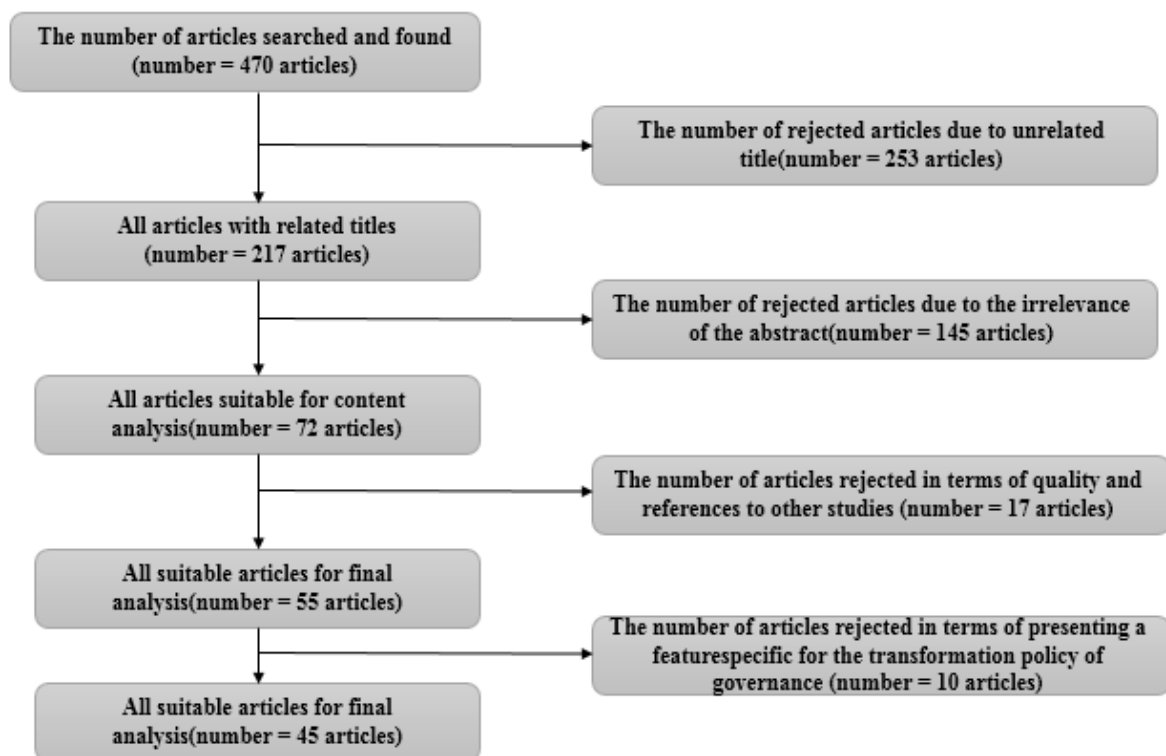


Figure 2. Summary of the metamoblite method used



Step four: Extraction of results

In the following AE study, the selected articles were studied to achieve the selected and relevant content. The research question was based on “Presentation of the Systematic Framework of Universities’ Governance Development Strategy”, and then, these characteristics were extracted from the articles’ context. It is worth noting that a few articles were omitted from the full-text content of the articles, which does not have anything to do with the research subject. Finally, the characteristics obtained from 45 articles have been tabulated.

Table 3. Features extracted from the final articles

Article Title	features (codes)
Higher education governance in Poland: Reform pathway from the Communist regime to Law 2.0	power sharing
Higher education in Indonesia: The political economy of institution-level governance	Change policy
Dynamic capabilities and governance: An empirical investigation of financial performance of the higher education sector	Increase performance
State Goals, Institutional Social Constructions, and Utah's Postsecondary Education Governance Reform Efforts	Increasing contact with supranational institutions
An evolution of performance data in higher education governance: a path towards a 'big data'era?	bureaucratic coordination
Reform of higher education governance structures in Poland	organisational coordination
Institutional autonomy and capacity of higher education governance in South Asia: A comparative perspective	Improving interaction and co-operation
Governance and sustainable development at higher education institutions	Managing Responsibility Axis
China's higher education governance during COVID: a mixed-methods study of policy analysis and student perspectives	Data availability
What really happens in higher education governance?	Educational and cultural integration
Trajectories of adopted policy instruments in higher education over time in 16 European countries	
Cultures of sustainability governance in higher education institutions: A multi-case study of dimensions and implications	Optimising policies
The political economy of higher education governance in Asia: Challenges, trends and trajectories	Promoting legitimacy
Higher education governance and the attainment agenda: Arrangements with benefits for community colleges?	Developing business education
Transparency in higher education: The emergence of a new perspective on higher education governance	Exchange of information, trust, and other policy sources
Emerging trends in higher education governance: Reflecting on performance, accountability and transparency	Technological Developments
Higher education governance and policy: an introduction to multi-issue, multi-level and multi-actor dynamics	Cultural Developments
Governance of higher education-implementation of project governance	organisational orientation



Power System Technology

ISSN:1000-3673

Received: 16-01-2024

Revised: 12-02-2024

Accepted: 07-03-2024

Article Title	features (codes)
Higher education governance in crisis: A critical reflection on the massification of higher education, graduate employment and social mobility	holistic orientation
The rise of transnational higher education and changing educational governance in China	Knowledge-based economy comes to light
The Changing Governance of Higher Education and Research	Introducing Karafarin University Generation
Models of higher education governance: A comparison of Israel and other countries	policy coordination
Analysing the transformation of higher education governance in Bulgaria and Lithuania	Welcoming market-orientated theories
Shifting fundamentals of European higher education governance: Competition, ranking, autonomy and accountability	Answer
Academic boards: less intellectual and more academic capital in higher education governance?	Transparency
Governance of Governance in Higher Education: Practices and lessons drawn from the Portuguese case	Technological innovations and technology development
Higher education governance: A critical mapping of key themes and issues	International and University Globalisation
Epistemic governance in higher education: quality enhancement of universities for development	Supply and Demand in Terms of Graduates
An analytical framework for the cross-country comparison of higher education governance	Upward social mobility
Global aspirations and strategising for world-class status: New form of politics in higher education governance in Hong Kong	The role of the university in economic development
The EU,'regulatory state regionalism'and new modes of higher education governance	Monitoring and controlling academic performance
Higher education governance and university autonomy in China	New management approaches
The governance of higher education systems: A public management perspective	Contact with Structural Institutions
Mapping out discourses on higher education governance	Institutional independence
Comparing higher education governance systems in four European countries	Accountability of universities
The change from private to public governance of British higher education: Its consequences for higher education policy making 1980–2006	Policy formulation
The enactment of reforms in state governance of higher education: Testing the political instability hypothesis	dealing with inter-sectoral issues
Stories of politics and policy: Florida's higher education governance reorganization	Resolving internal conflicts
Higher Education Governance in Europe: Autonomy, Ownership, and Accountability—A Review of the Literature	Co-ordination between state and university
Higher education governance—Background, significance and purpose	Facilitating learning and collaboration in policy
Fostering entrepreneurship: Changing role of government and higher education governance in Hong Kong	Coordination of Objectives and Resources



Received: 16-01-2024

Revised: 12-02-2024

Accepted: 07-03-2024

Article Title	features (codes)
Contrasting perspectives on higher education governance in the Arab states	Decentralisation and deregulation of higher education
Higher education, internationalisation, and the nation-state: Recent developments and challenges to governance theory	Changing the approach of academic councils
The politics of state higher education governance reform	Little Expansion of Universities
Higher education governance in the UK: Change and continuity	Amending university financing
The politics of governance in higher education: the case of quality assurance	Increasing community involvement

Step Five: Analysis and incorporation of qualitative findings

In the meta-synthesis method, themes or themes are searched which appear in meta-composition studies. To this end, it first identifies and delineates themes or topics, and after the topics are specified, it forms a topic classification and puts similar topics under the subjects that describe it in the best way possible. After the results for validation, Gozaar interviews were conducted with two academic authorities and three key persons in one of the policy organisations. Selection basis, availability of experts in the field, university professors and authoritative article in research and managers' experience were at least three years. Moreover, as described in the research method, kappa coefficient is used to evaluate the reliability of the research. Kappa index is 0.7 which shows high level of agreement between the two browsers and acceptable reliability. The extracted framework is shown in Table 4.

Table 4. Classification Extracted Features From

main category (categories)	subcategory (topics)	Resources
Government	Power and politics developments	[35], [36], [37], [38], [39], [40], [41], [42], [43], [44].
	Economic developments	
	Managerial Developments	
	Technology Developments	
	Co-ordination between government and university	
	Communicating with structural institutions	
	Coordination of objectives and resources	
	Exchange of information, trust and other resources	
	Improving policy processes	
	Academic exchange	
	Expanding and Strengthening Communication	
	Academic independence	



Received: 16-01-2024

Revised: 12-02-2024

Accepted: 07-03-2024

main category (categories)	subcategory (topics)	Resources
University	Quantitative and qualitative development of higher education	[45], [46], [47], [48], [49], [50], [51], [52], [53], [54], [12].
	Participation by Foreign Stakeholders	
	Entrepreneurial challenges strategic integration	
	Development of business training and work	
	The rise of the generation of Karafarin University	
	Supply and Demand of Graduates	
	Decentralisation and Deregulation Training	
Community	The Growth of Society	[12], [55], [56], [57], [58], [59], [11].
	Culture of society	
	community attitude	
	Citizen expectations	
Market	Identity capital	[4], [60], [61], [62], [63], [64].
	Business partnership with industry market	
	Welcoming of market-orientated ideas	
	Competition in Attracting Students and Resources	
	Rules and Regulations Market Regulation	

Unlike closed and rigid hierarchical forms of governance, the forms of governance are open and flexible, which makes further coordination possible without using instruction and control. Indicators such as economic developments, changes in the global economic nature, economic downturn of communities, reduction of public resources, exacerbating measures to overcome the effects of economic crisis, welcoming

The nations of market-orientated views, the emergence of knowledge economy, is the raising of the generation of entrepreneurial university generation. Accordingly, horizontal, vertical and political coordination; Integration and settlement of conflicts and differences are among the characteristics that have been incorporated in literature. In literature, horizontal coordination means to coordinate between the departments involved in devising or implementing the policy; vertical coordination means coordination between the departments involved in formulating or implementing the policy. Cohesion and integration of policy in most of the sources are related to content of policies and their consistency and internal stability mixes. Horizontal cohesion means parallelism between an implementation and other equivalence policies and vertical cohesion refers to similarity between a policy and policies that are assumed in policy domain.



Finally, another feature which has been considered for this type of governance is the minimisation of political and administrative conflicts, which result in the reduction of conflicts and their resolution.

4. Discussion and conclusion

Governance is one of the most important and complex aspects of the higher education system and has been significantly affected by the dramatic changes that started in higher education since the 1980s (Hong et al., 2018). Talking about governance in education systems reveals a few things: It is not really obvious that governing systems are constructed by a dominant actor such as the government and its executive employees, but by other actors involved in the formation of a system of education. Another feature of the governance landscape is that social systems must be considered as a multi-level phenomenon. This means that all actors involved in the process of governance are not. This is because the actor's intervention logic is a level with the logic of interference. On this basis, in the development and evolution of educational systems The Multi-level Approaches Turn the attention of the various levels of the system to be the most important issue in the development of the system [17]. So scholars with multi-level views mean changes of governance The concept of higher education governance over recent decades has undergone evolutions The origin of the mentioned developments has been to the dynamism and challenges facing training Researchers noted different challenges in higher education area that factors on traditional governance and how university governance approach were deep. In general, the results showed that university mobility led to selection of market-orientated and pseudo-business governance approaches and away from government-orientated approach. In the following, the factors that resulted in changes in the field of educational governance from traditional to entrepreneurial approaches have been developed in order to adapt to the competitive environment of current age. It is referred to.

Based on the findings of the research, two main dimensions of government that represents the micro-level of the micro-level of higher education governance; It was noted that the domestic institutions of higher education are increasingly exposed to ideas from the internal institutions of higher education and how higher education institutions should be ruled. As a result of supranational pressures and internal necessities of national systems, it has been transformed and modernised from primary and secondary stress. These changes are new paradigms for the administrators of universities. Graham [16] also concluded in his study The Reign of Higher Education to the that governance is a key issue now, not just for institutions of higher education but for society as a whole. How organisations are managed, the direction they set, and the values that they set in, began to change considerably. Most important of these changes are related to the impact of universities In particular, the role of universities in contributing to the national economy [27]. That the governance model of higher education is desirable? It is not solely dependent on interference or lack of interference; Rather, the institution of the university as the implementer of higher education policies may be the origin of the upheavals and social issues adding to them and this is a bad sign of the form of higher education governance and even of the lack of agreement on the concept of science and the university. The foreign requirements of developments in higher education governance, refers to changes and changes in the dimensions of universal governance, economic, management, social, and world-wide. The higher education system of communities and countries has been affected by it and led to a



change in paradigm and ideology, mission and mission of universities, changes in the structure and relations of universities' identities and functions, and the higher education rulers have followed by redefining the phenomenon of higher education and the way of governance and administration of universities' affairs. The reduction of resources in the public sector is the first and most important factor in addressing changes in governance. This has led to changes in higher education to establish sustainability in higher education and to increase the firm's desire to save resources; many fundamental changes in higher education are rooted in economics and institutions' desire for resources; developments and changes such as global, international building, and Europeanism through the emergence of supranational powers and role players of the higher education scene are the second most effective factor in the transformation of higher education governance. The internal requirements of developments of higher education governance refers to the changes and changes in the dimensions of inner and secondary education societies that occur on the micro-level and within the scope of countries in accordance with the context, cultural, social, political, economic, inter-state, which universities and institutions of higher education communities have been influenced and led to changes in the governance and policy-making of higher education. Extrsystemic factors include acting roles of actors and policy makers. On the other hand, intra-system factors of the university are distinguished by roles and responsibilities. Taslimi and Alipour [30] also believe that the ruling of higher education and through which various stakeholders of higher education influence the decisions made; In other words, due to the great achievements in the higher education, some of the important aspects of academic life have been neglected and forgotten. Hence, university stakeholders have approached the issue of higher education governance in order to realise their rights. In the opinion of Mehdi [65], a university that lacks the power to adapt to the norms and practices and is responsive to environmental needs and problems. From the perspective of the quality of the past universities is able to provide and ensure quality in dimensions, individual and societal and system requirements and issues of university institution, transition in the face of environment and the problems and needs of society and peripheral systems. All these changes of government and process management challenge structures and values of governance and administration. The need to build capacity, improve and innovate in policy and management of the event that governments face and control globalisation from one time to the other, seems more necessary than ever, according to all the mentioned factors, fundamental changes in the governance of universities and change from traditional to entrepreneurial approaches have been created in order to adapt to the competitive environment of the current era. The consequence of these changes, including the responsiveness of international mobility competitiveness, deterioration of secondary conditions and exposure of standards were revealed.

Based on the results obtained from the present study; More researchers enter the field of study in the field; Sovereign policymakers of different nations have tried to solve their community's challenges by suggesting solutions to them. In addition, it is possible for future researchers to study the relationships between variables in a quantitative way and using structural equation (SEM).

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