

DIAGNOSING AND ADDRESSING THE FAILURE OF PRIVATE UNIVERSITY LEADERS TO KEEP PACE WITH SCIENTIFIC AND ADMINISTRATIVE DEVELOPMENT

Fadhil Abbas Al-Ameri

fadhilalameri@ik.edu.iq

Ibn Khaldun University College, Baghdad

Abstract:

The scientific developments that accompanied social change and the modernization of societies that preceded modest nations scientifically and socially led to the creation of a significant gap in dealing with external and internal variables. Internal changes, whether positive or negative, have a fundamental impact on the structure of society. Positive changes that contribute to a fundamental pillar of societal behavior were accompanied by negative, immediate variables that contradict the positive approach to rapid development. This study diagnosed a specific strategic area that supports scientific development: the failure of private university leaders to keep pace with the scientific and administrative developments of institutions in developed countries. We must also recognize that failure is not limited to private institutions but also includes government academic institutions. Indicators have been developed for diagnosis and potential treatment, identifying the causes and means of addressing them to advance the scientific reality at the level of the leadership of these influential institutions, The opening of many universities without taking into consideration the geographical and cultural reality of the locations where academic institutions are built, without preparing a comprehensive study of the economic, cultural and scientific feasibility, has led to a clear slowdown in the performance of global quality compared to the basis for their establishment. The poor selection of those charged with managing these sensitive university leaders has led to a identifiable failure by those making fateful decisions related to scientific development. Poor leadership has led to a sharp decline in the academic level, whether for the middle leadership who lacks solid scientific experience due to their academic background from external and internal structural universities due to tribal, religious, partisan affiliations, favoritism and nepotism. due to their interaction with a segment of students of knowledge and science.

Keyword: Diagnosing, Failure, Education, Privet universities, administrative development.

Introduction:

Institutions and organizations need, more than others, leaders who are proactive and encourage innovation, renewal, and creativity. This is because the nature of their work requires the development of creative abilities and innovative mindsets in order to keep pace with the rapid changes and developments imposed by the nature of life, which requires the presence of transformational leadership in the nature of their management to achieve compatibility and harmony with the challenges and changes in the world and the methods of dealing with them, and then achieve their goals efficiently and effectively. Strategic leadership is considered one of the most important modern leadership models. It is a special model that undertakes the process of change and transformation in a manner that suits the pressures of the changing internal and external environment, ensuring the achievement of the organization's objectives in their specific quantitative, qualitative, and time-bound dimensions(1). The lack of qualified personnel, particularly within academic educational institutions, is a major obstacle

preventing the development of academic scientific structures to keep pace with the continuous and rapid change currently taking place in developed societies. The numerous gaps that accompany poor management, resulting from the poverty and modesty of the mentality of the hierarchical heads of the academic administrations of private colleges, due to their reliance on favoritism and nepotism, and the transformation of these leaders into robots who implement what is asked of them without regard for the interests of society, have led, and will continue to lead, to the loss of the values for which these institutions were established.

The first topic:

Challenges Facing University Leadership in the Twenty-First Century

The twenty-first century has been characterized by numerous rapid changes and developments in various fields, impacting university education and universities and presenting them with numerous challenges(2). These challenges require the addition of new tasks and responsibilities, changes in their implementation mechanisms, and the necessary skills and capabilities for all employees, especially leaders, to meet these challenges. In order to define these new tasks and responsibilities, as well as identify the appropriate mechanisms for their implementation, we must understand these challenges, which can be summarized as follows:

1. Globalization and the resulting emergence of the concept of competition in university fields of work, upon which international university rankings are based. This has forced universities to produce outputs capable of competing in the market in the long term.
2. The knowledge revolution and the resulting emergence of new sciences and a knowledge explosion have led to numerous ongoing changes in the needs for specializations and skills of human resources, and the requirements of the labor market, both qualitative and quantitative.
3. The technological revolution and the resulting revolution in ease of communication and the rapid spread of information globally have eliminated barriers between countries and obliged universities to utilize modern technological methods and possess the necessary skills to use, manage, and employ them.
4. Economic blocs have necessitated the development of cadres that rely on technology management and deep knowledge in their specialization.

The second topic:

Strategic Directions for University Leadership in Light of the Future Outlook for the Requirements of the Twenty-First Century: Leadership is an important element in the institutional development system, particularly for government institutions, including universities, where leadership represents the primary driver of development and the ability to address the challenges they face. Therefore, in this chapter, the researcher examines the evolution of the concept of leadership with the development of administrative thought, highlighting contemporary trends in management and the associated leadership work. She discusses the relationship of these trends to the practice of leadership for creativity, or what is called creative leadership(3).

Intellectual capital management:

The emerging trend of intellectual capital management, which falls on leadership, requires them to provide innovative activities and efforts that contribute to providing and preserving these capabilities in a globalized world that opens horizons for large corporations to seize such capabilities and develop them in a way that produces knowledge that enables the organization to enter the international

competitive market(4). Leadership must also innovate to transform human resources management into talent management, as this is the type of human resources that knowledge management requires(5).

Empowerment Management: It means “focusing on granting leaders powers and responsibilities, and giving them the freedom to perform work in their own way without direct interference from management, while providing sufficient resources, preparing suitable work for them, qualifying them technically and behaviorally to perform the work, and having absolute confidence in them” (Abu Bakr, 2001)(6). Empowerment management contributes to developing leadership skills, increasing the effectiveness of leadership performance, increasing the ability to delegate, and making them the source of real comprehensive development (Czubaj, 1999), and increased motivation to achieve among leaders.

Defining the principles upon which university leadership should operate in light of the new strategic directions for university management:

This procedure identifies the principles upon which leadership work should be based, which are as follows:

- Anticipating future needs and planning to meet them.
- Investing in human resources, whereby leaders create a work environment that qualifies and encourages individuals to develop and utilize their skills.
- Optimizing the use of material and human resources.
- Adopting and implementing.

Modern management thinking.

- Directing management policies to meet the needs of internal and external stakeholders.
- Optimizing the use of technology and its integration into the work environment.
- Openness to change.
- Identifying internal and external problems and issues.
- Trusting subordinates to achieve and assume responsibility, and appreciating their accomplishments.
- Continuous evaluation and development.
- Supporting a culture of sustainable professional development for all.

CONCLUSIONS:

After completing the data analysis process related to the current research, the study reached a number of conclusions, which we will present as follows:

1. The university takes academic qualifications into account when filling leadership positions, in addition to rotating employees within these positions.
2. Universities have demonstrated a very limited availability of organizational learning strategies within the narrow environment surrounding them. This does not meet the aspirations of preparing university leaders who meet scientific and cultural development.
3. Universities' focus on weak strategic alliances that do not meet the aspirations for which they were established has undermined the purpose for which they were established. Limited aspirations have impacted support for organizational learning, which requires attention and consideration to diagnose these indicators and address them appropriately.
4. Universities have limited interest in supporting higher education and do not rely on the practical application of scientific ideas generated by competent teams, if they exist. Groups through which horizontal communication can be established to enable the learning team to enhance its role in serving

the university's goals require moral and material support and basic guarantees. This is not available in a manner that would enhance the efficiency of those working to develop the academic community.

5. The need to pay attention to and nurture learning groups and teams, and to ensure the implementation of the ideas they generate, keeping pace with developments in the work environment, by continuously reviewing relevant practices in advanced universities worldwide.

6. Supporting and promoting interest in solid academic qualifications will support the educational institution for which it was established. Maintaining and adhering to job rotation in leadership positions will ensure overall performance improvement at all levels of the university, its colleges, and departments.

7. Emphasizing increased attention to advanced and organizational learning strategies by exerting efforts to overcome internal and external obstacles and impediments facing these strategies, enabling them to continue their work and ensure their continued development.

References:

- (1):Abdel Mohsen, Tawfiq Mohamed “Product Quality Planning and Control”: TQM Entrance, Dar Al-Nahda Al Arabeya: Cairo. (1996), (2):Abu Bakr, Faten Ahmed Open Management Systems: The Next Labor Revolution for the 21st Century, Itrak Publishing and Distribution, Cairo.
- (3):Naseer Hadab Hamidi Al-Zamili, Prof. Dr. Salah Abdel Qader Ahmed Al-Nuaimi” DIAGNOSING ORGANIZATIONAL LEARNING STRATEGIES AT THE UNIVERSITY OF DHI QAR: A CASE STUDY Public Administration Department, College of Administration and economics, University of JOURNAL OF RESEARCH IN SOCIAL SCIENCES & HUMANITIES” Volume: 12, Issue: 4, October-December 2022.
- (4): Liu NaNa¹, Siti Rohaida Binti Mohamed Zainal²”Transformational Leadership and Innovation Work Behavior: The Role of Perceived Organizational Support and Knowledge Sharing” Perceived 2024
Volume: 3, No: 2, pp. 5301 – 5312
- (5): Hala fawzi mohammed”Developing university leadership in light of the challenges of the twenty-first century”2020.
- (6): Al-Zahra Book, by Abu Bakr Al Asbahani, Comments and Corrections Vol. I. An-Najah University Journal for Research - B (Humanities), 15(1), 396–451, ouri, M. J. (2001).
- (7): Czubaj,” real comprehensive development” 1999.