

**Exploring the Existence of Governance in the Adoption of
LMD System as a Reform in Higher Education in
Algeria, case study: Economic, Business and
Management Faculty of Saida University**

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Abstract:

This research aims to explore the existence of governance in the adoption of Licence, Master, and Doctorate (LMD) system as a reform in higher education, case study: Economic, Business, and Management Sciences Faculty of Saida University. In order to get a deep insight in this research, the researchers set the following research question: Does governance exist in adopting LMD system as a reform in higher education? The researchers adopt a descriptive method to investigate the current research study and use a questionnaire item as a tool of data collection. So, Forty (40) teachers are taken randomly as a sample in this research. Statistical package for Social Sciences v 25(SPSS) is used to analyse the gathered data by using reliability test, regression, Pearson correlation. Thus, the results show that there is a little existence of governance in the adoption of LMD system as a reform in higher education which is represented by 30%.

Keywords : Governance, Reform, LMD System , Higher Education.

1- Introduction:

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Change is a feature of the modern era because of the rapid technological and inventions of new mechanisms and systems in different domains in the world, and especially, in various dimensions such as commerce, education, economic, social and culture. Everyone should change his/her methods and ideas for the better in order to serve the humanity. States, systems of government, institutions and even small social organizations are also concerned by the change (Harry, Jon, Jeroen, Marco, Martina, & Don F, 2017: p 02) Among the organisations concerned by the change is the higher education which needs a law mechanism that gives legitimacy to the change that manage them in order to regulate the relationships, interests, rights and responsibilities of education which will receive strong opposition and resistance from the participants. Therefore, the role of the term “good governance” or “governance” is to manage how to solve problems accepting reform by using its mechanisms like transparency, disclosure, integrity, oversight, and participation to enhance the organisation performance and scientific research of higher education. Indeed, the essential preoccupation of the research on higher education governance which is the matter of how universities react to the changing environment or pressure from internal and external demands (Kehm, 2010: p 22)

Higher educational decision makers in Algeria have adopted LMD system (License, Master and Doctorate) as a reform instead of the classical one. This shift needs to be analysed carefully in terms of ruling rules.

The aim of this research study is to identify the existence of governance in the adoption of the LMD system as a reform in higher education in Algeria. Based on the previous statements, we can set the following main research question.

Does governance exist in adopting the LMD system as a reform in higher education in Algeria? In order to answer this question, we set the principal following hypothesis.

1-1. Hypothesis:

H0: There is no place of governance in the adoption of the LMD system as a reform in higher education in Algeria.

H1: There is a place of governance in the adoption of the LMD system as a reform in higher education in Algeria.

2- Theoretical Framework and Study of Literature:

Undoubtedly, higher education has become the most important sector in any country. Therefore, it has become the symbol and the mirror that reflects the importance of education and the good image of any country, as well. Educational institutions have become the platform of the society and sciences. Hence, systems and laws should be involved among the first items and the main requirements which should be applied clearly and transparently in any academic institution that lead to justice, accountability, integrity, and the satisfaction of the stakeholders (employees, students, and the relevant community), this is what makes the administration seeks for changes, make reforms and face many challenges.

According to Georges Azzi that the twentieth century is considered the age of management discipline but the late twentieth century and the early twenty-first century are seen to be the era of governance; the latter is the main preoccupation for researchers, corporate and public governors. Governance is used to appoint the “art or manner of governing” by appealing a participating civil society at national and international levels. Thus, governance is the rule of the rule and the management of the management relevant to the large scope of institutions (Azzi, 2018: p 01). An integrated system of university governance that involves all decision makers and sources is required by the advancement of higher education institutions (HEIs) which can conduct governance of universities to improve vastly the value and content of higher education. In order to guarantee transparency, accountability, and institutional participation of all parties, in accordance with the legislative bodies governing the work, it is important to develop governance and institutional performance by promoting the functions of higher education institutions (teaching, research, community service). This leads the adhesion of academic decisions to the scientific criteria in the councils of HEIs. Besides, the weakness in governance that many universities endured due to the multiplicity of regulators, authorities, and interveners, as well as personal relationships which leads to a lack of respect for the

recommendations of the governance councils and their decisions. As a result, these universities face personal judgments, speed of change, lack of institutional work and academic criteria (Al-Haddad & Yasin, 2018: p 83). There are many researchers who dealt with the concept of governance in higher education, among them (Sabandar, Tawe, & Musa, 2018: p 11) who mentioned that the influence of the implementation of good University governance on the education quality in private universities in Makassar is significantly and directly affects the education quality. By using the techniques of interviews, observation, documentation and questionnaire addressed to 200 respondents in five universities in Makassar. Based on collected data, they concluded that good university governance in the private university in Makassar is introduced successfully. However, it still needs to be developed, especially in terms of transparency. That should be increased at the university either in terms of providing high-quality information or providing any information provided which can be accessed by all stakeholders both students, faculty, alumni, graduate users, and society at large. Therefore, the requirement of good governance framework to overcome challenges and tensions faced by universities for reaching certain autonomy in terms of independent decisions and financial aspects which has a positive impact on their outcomes. However, most universities seek for the existence of independent scientific advisory boards and ethical committees. Moreover, implementing stronger monitoring system and result-oriented financial frameworks for universities might help to assess the accomplishment of governance requirements (Arregui-Pabollet, Doussineau, & Dettenhofer, 2018: p 12).

The research study (Luminita, Mirela, & Simona, 2013: p 156) showed that the development of academic occupation in terms of quality assurance, relevance and satisfaction, and university governance change. They tried to describe changes in the professoriate affected by international competition, which directly affects individual faculty and their institutions. It is obvious that due to globalised society, higher education meets new opportunities and new barriers in terms of increasing political pressure for reform

accompanied by decreasing financial funding; in its role as a main monitor in the society. They set the following research questions to answer the problem statement previously stated.

What are the required approaches to governance to improve quality and enhance education?

Is the approach in which the authority to make decisions is allowing universities and individual teacher levels the best choice?

How do academic professions perceive their teaching and research obligations?

(Thi, 2012: p 305), mentioned that since 2004, Vietnamese government has succeeded in implementing some renovation patterns in higher education such as the quality assurance and instruments of management, but these reforms did not affect positively the governance renovation. This failure is the result of the absence of the institutional autonomy, the relationship between higher education institutions (HEIs), Ministry of Education and Training (MOET), and line ministries. Besides that, the lack of an appropriate accountability system.

3- Methods and Materials:

The researchers adopted a descriptive method and questionnaire as a tool to investigate this research study. Forty (40) teachers were chosen as a sample randomly for the research study during 2017 at the level of Economic, Business, and Management Faculty of Dr Moulay Tahar Saida University. Questionnaire and Likert scale has been introduced by the researchers as tool to gather information from the participants. Likert scale is composed of five (05) response choices (1= 'Strongly disagree', 2= 'Disagree', 3= 'Neutral', 4= 'Agree' and 5= 'Strongly agree') to measure and analyse statistically the collected data. So, forty (40) questionnaires were distributed, however, only thirty six (36) questionnaires were received. The questionnaire is divided into two main parts: First part, concerns the personal information of the participants (gender, educational qualification, rank, specific administrative position, years of experience), and the second part is composed by six axes that contain open ended questions. The first axis deals with teachers' satisfaction about higher educational reform. The second axis is about achieving reform's goals, the third axis speaks about the effectiveness of the reform. The fourth axis deals with the role of government in

enhancing the governance of University, the fifth axis is about the role and responsibilities of University Board and the sixth axis speaks about the relationship between the University and the stakeholders. The purpose behind using the questionnaire is to collect information about teachers' opinions on the reform about applying the principles and rules of governance in the Faculty of Economic, Business, and Management Sciences, Dr. Moulay Tahar Saida University. In order to have a deep insight in this research study, Statistical package for Social Sciences v 25(SPSS) is used to analyse the gathered data. The investigation of this research study is mainly based on the relationship between two variables; independent variable which is governance and dependent variable which is reform. Statistical analyses are used by the researchers which are reliability test (Cronbach's Alpha), regression and Pearson Correlation Tests.

4- Results and discussion:

4-1. Test of Reliability:

Cronbach's Alpha coefficient is used to measure the reliability of the questionnaire.

Table N° 01: Reliability Statistics

Alpha Cronbach	Number of elements
.865	36

Source: Prepared by the researchers using SPSS output

From the obtained results in the table 01, we notice that the value of the coefficient of Cronbach's Alpha equals 0.865 which means that the stability degree of the questionnaire is strong, since it is more than 0.7; this indicates a greater stability of the measuring instrument.

4-2. Descriptive Study of the Sample:

Table N° 02: Gender Variable

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
male	28	77,8	77,8	77,8
female	8	22,2	22,2	100,0
Total	36	100,0	100,0	

Source: Prepared by the researchers using SPSS output

The results of the table 02 show that a high percentage of the studied sample members regarding to gender are males as they numbered 28, that is 77.8%, while the percentage of females is 22.2%. It is logic that the number of recruited male teachers is higher than the female teachers at the level of the faculty.

Table N° 03: Diploma Variable

Diploma	Frequency	Percent	Valid Percent	Cumulative Percent
doctorate	14	38,9	38,9	38,9
magister	22	61,1	61,1	100,0
Total	36	100,0	100,0	

Source: Prepared by the researchers using SPSS output

The number of teachers who have a Doctorate degree is smaller than those who have a Magister degree, with the rates of 38.9% and 61.1% respectively.

Table N° 04: Professional Degree Variable

Professional Degree	Frequency	Percent	Valid Percent	Cumulative Percent
Associate Professor	13	36,1	36,1	36,1
Assistant Professor	23	63,9	63,9	100,0
Total	36	100,0	100,0	

Source: Prepared by the researchers using SPSS output

We also notice that the number of assistant professors exceeds the number of Associate Professors, this is because, they are in the process of preparing their doctorate thesis and the majority of them will present their viva at the end of this year (2017).

Table N° 05: Work Experience variable

Work Experience	Frequency	Percent	Valid Percent	Cumulative Percent
From 1 year to 5	27	75,0	75,0	75,0
From 6 years to 10	4	11,1	11,1	86,1
More than 11	5	13,9	13,9	100,0
Total	36	100,0	100,0	

Source: Prepared by the researchers using SPSS output

The results show that the first category between (1-5) years has the highest percentage, as it is estimated at 75% compared to other categories. The fact that the faculty engages newly graduated teachers to give them the opportunity to demonstrate their competences and take benefits from their skills.

5- Data Analyses:

In order to prove or negate the hypothesis, we proceed to calculate the mean of the questionnaire paragraphs by adding scores or levels which are: $1 + 2 + 3 + 4 + 5 = 15$. We divide the number 15 by the number 5 ($15/5$), so we get the value 3, which is the average value. Referring to the coding process of the participants responses (1= 'Strongly disagree', 2= 'Disagree', 3= 'Neutral', 4= 'Agree' and 5= 'Strongly agree') ", thus, any value greater than 3 expresses a positive direction, and in contrast, any value less than 3 indicates a negative tendency. However, any value equals to 3 represents an average result. In order to analyse the gathered data more accurately, the participants' answers were divided into three (03) levels (high, medium, and low) based on the following formula:

Maximum Edge - Minimum Edge / number of levels is: $5-1 / 3 = 1.33$

The first range = $1 + 1.33 = 2.33$

The second range = $2.33 + 1.33 = 3.66$

The third range = $3.67 + 1.33 = 5$

Thus, the analyses will be as follows:

- Between 1 and less than or equal to 2.33 represents low indicators.
- Greater than 2.33 and less than 3.67 represents medium indicators.
- Greater than or equal to 3.67 represents high indicators.

5-1. Statistical Descriptive of Axis

Table N° 06: Descriptive of Axis

	N	Mean	Std. Deviation
axis1	36	2,8090	,34133
axis2	36	2,4762	,64161
axis3	36	2,5167	,87423
axis4	36	2,9389	,64111
axis5	36	3,1389	,73840
axis6	36	3,1167	,70812
Valid N (listwise)	36		

Source: Prepared by the researchers using SPSS output

The results show that the faculty members are in somehow satisfied with the LMD reform as indicated by the overall medium of the first axis 2.8090. While the result of the second axis equals 2.4762 which tends to be medium and nearly low to (2.33). We can interpret this result by the fact that the goals of the reform are not achieved according to the faculty members' point of views. Moreover, we notice that Arithmetic average of the third axis equals 2.5167. That means that the reform is not appropriate, according to the teachers' point view. While the mean for the fourth axis equals to medium 2.9389, which means that the teachers believe that there is a lack of the effectiveness government interference in improving university governance. We also notice that the mean of the fifth axis equals to medium 3.1389. This can be explained by the fact that the majority of the teachers chosen in this research study are not members of the University Board, and this is what explains their ignorance of the role and responsibilities of the University Board. For the sixth axis, we notice that most of the respondents are neutral, which reflect the values mean of the answers questions n° 32 and n°33 of the axis, equal to 3.58 and 3.69 respectively, this is because the questions deal with the relationships between students, teachers, employees, and the university.

5-2. Test of Normality:

Table N° 07: Test of Normality

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	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
axis1	,126	36	,162	,967	36	,345
axis2	,107	36	,200*	,975	36	,571
axis3	,099	36	,200*	,953	36	,128
axis4	,130	36	,127	,962	36	,254
axis5	,104	36	,200*	,961	36	,231
axis6	,095	36	,200*	,974	36	,560
Reform	,059	36	,200*	,992	36	,996
Governance	,081	36	,200*	,979	36	,696

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Source: Prepared by the researchers using SPSS output

Through the test of Normal distribution, Given that the Kolmogorov-Smirnov coefficient is greater than 0.05 for all variables. Since the number of participants is more than 30, we conclude that the variables follow normal distribution. Therefore, we can use parametric tests.

5-3. Regression:

5-3-1. Regression Model:

In order to make this research more understandable, we refer to the dependent variable and the independent variable by the average of the fourth, fifth, and sixth axe.

Table N° 08 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,537a	,288	,267	1,26415

a. Predictors: (constant) the Governance axis

Source: Prepared by the researchers using SPSS output

From the table 08, the correlation coefficient $R = 0.537$ and if we squared the correlation coefficient, we get the value R^2 (0.288). This indicates the proportion of the variability of the dependent variable (Reform) explained by the regression model. Therefore, we can say that the governance explains almost 30% of the variation of the reform. Despite of the existence of other variables that may affect the

reform which are not taken into account in this research study, we can reject the null hypothesis stated previously (H0), and we accept the alternative hypothesis (H1).

Table N° 09: ANOVA variance analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21,996	1	21,996	13,764	,001a
	Residual	54,335	34	1,598		
	Total	76,330	35			

a. Predictors: (constant) the Governance

b. Dependent Variable: Reform

Source: Prepared by the researchers using SPSS output

We notice from the table 09 above that the level of significance equals zero (sig=0.001). Since it is less than 0.05, there is a statistical significance effect of the governance axis on the reform axis. Therefore, the alternative hypothesis (H1) is accepted by the researchers. Moreover, this is what is proven by the literature review of this research study.

Table N° 10: Equation Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,722	1,120		3,323	,002
	governance	1,331	,359	,537	3,710	,001

a. Dependent Variable: Reform

Source: Prepared by the researchers using SPSS output

Through the coefficients model, we conclude the regression line equation, as follows:

$$\text{Reform} = 3.722 + 1.331 \text{ governance}$$

This equation represents the impact of the governance on the reform by Coefficients (A) with a value of 1.331.

5-3-2. The Correlation Between the Axes:

The purpose of using the correlation study is to reveal the degree of the relationship between two or more variables. Indeed, the degree of the correlation is ranged between +1, -1. The more the degree of the correlation is closer to 1, the more the relationship between the variables is stronger and the opposite is true. In general, the

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relationship can be considered weak if the correlation coefficient value is less than 0.30, and it can be considered moderate if the correlation coefficient value ranges between 0.30 and 0.70. However, if it is more than 0.70, the relationship between the variables is considered stronger.

Table N° 11: The Correlation Between the Axes

		axis1	axis2	axis3	axis4	axis5	axis6	Reform	Governance
axis1	Pearson Correlation	1	,113	-,017	-,035	-,189	-,171	,270	-,159
	Sig. (2-tailed)		,513	,924	,838	,269	,318	,111	,355
	N	36	36	36	36	36	36	36	36
axis2	Pearson Correlation	,113	1	,757**	,575**	,468**	,419*	,908**	,566**
	Sig. (2-tailed)	,513		,000	,000	,004	,011	,000	,000
	N	36	36	36	36	36	36	36	36
axis3	Pearson Correlation	-,017	,757**	1	,490**	,533**	,396*	,917**	,554**
	Sig. (2-tailed)	,924	,000		,002	,001	,017	,000	,000
	N	36	36	36	36	36	36	36	36
axis4	Pearson Correlation	-,035	,575**	,490**	1	,596**	,527**	,532**	,814**
	Sig. (2-tailed)	,838	,000	,002		,000	,001	,001	,000
	N	36	36	36	36	36	36	36	36
axis5	Pearson Correlation	-,189	,468**	,533**	,596**	1	,660**	,475**	,889**
	Sig. (2-tailed)	,269	,004	,001	,000		,000	,003	,000
	N	36	36	36	36	36	36	36	36
axis6	Pearson Correlation	-,171	,419*	,396*	,527**	,660**	1	,377*	,859**
	Sig. (2-tailed)	,318	,011	,017	,001	,000		,023	,000
	N	36	36	36	36	36	36	36	36
Reform	Pearson Correlation	,270	,908**	,917**	,532**	,475**	,377*	1	,537**
	Sig. (2-tailed)	,111	,000	,000	,001	,003	,023		,001
	N	36	36	36	36	36	36	36	36
Governance	Pearson Correlation	-,159	,566**	,554**	,814**	,889**	,859**	,537**	1
	Sig. (2-tailed)	,355	,000	,000	,000	,000	,000	,001	
	N	36	36	36	36	36	36	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Source: Prepared by the researchers using SPSS output

According to the results obtained in the table 11, we state that there is a negative correlation between the first axis and mainly the fourth (the role of government in enhancing the governance of University), the fifth (the

role and responsibilities of University Board), the sixth (the relationship between the University and the stakeholders) axes, this what supports the obtained result that mentioned the low relationship between the general axis of the reform and the general axis of the governance. This situation can be argued by the fact that the teachers' role as a member of stakeholders which is the main pillar of governance is neglected.

The second axis (achieving reform's goals) has a great impact on the general axis which represents the reform. Referring to the questionnaire answers, we find that the majority of the participants' answers are at the same stream of line, which allows the researchers to state that the reform does not succeed without involving teachers, students and the other stakeholders in the teaching process.

Despite of the negative impact of the third axis on the first axis, there is a positive correlation with all the remaining axes, especially, the second axis which is stronger. This can be explained by the availability of all the resources in terms of human and materials that should be involved and used effectively to reach the reform's goals.

The fourth and the fifth axes have the same impact on the other axes as the third axis as, which allows the researchers to deduce that the government has a crucial role in supporting and maintaining the reform, especially, by giving the university board a certain autonomy and taking their own decision.

In nutshell, there is a positive and significant correlation between the reform and the governance which is in concordance with the relationship of their previous stated variables.

6- Conclusion :

In light of the dynamic conditions witnessed by the world and the business environment in particular. It can be said that reform is one of the basic mechanisms for the success of organizations and their competitive advantage, but it requires great accuracy and careful monitoring of the various aspects that affect the organization on the one hand, and ensuring that it is compatible with the requirements and challenges of the environment on the one hand Other.

Among the organizations concerned by the reform, we have higher educational organization. Since, it has the paramount importance and being the main locomotive of development in its various forms; therefore, the concretisation of the goals of scientific research is a

real challenge that faces the university in the era of globalization. That requires the involvement of complete reforms in this sector. Thus, the LMD system is considered as the most important reform in Algeria, which has been undertaken in the field of higher education. The success of the reform depends on a deep understanding of its various aspects and goals, and the conviction of individuals and its participation. Besides, the reform depends on the effectiveness of change management and its good dealings with individuals and earning their trust, and absorption of the effects of change resistance in a way that helps it to modify change's programs and increase its effectiveness. Organisations use range of mechanisms to make reform successful, among them the modern mechanism marked by the governance which its rules aim to achieve transparency, justice, accountability, and achieve protection for shareholders and other stakeholders. This study seeks for the existence of governance in the adoption of the LMD system reform at Economic, Business, and Management Faculty of Saida University. According to the obtained results through the outputs of statistical methods such as regression and correlation, the study shows that there is a relationship between governance and the reform in higher education. But, these outputs show that there is a weak adoption of the rules and principles of governance, which explains the weak existence of governance as an essential tool in achieving reform's goals in higher education. It should be mentioned that the success of the LMD system inevitably passes through excellence and privacy process. The adoption of LMD system depends on the domain, speciality, geographical location and regional or national affiliation of the university to satisfy the national requirements of the labour market. In fact, successful LMD system reform does not only depend on governance, but also depends on many other different factors that cannot be involved in this current study due to its narrow scope; however, it could be the aim of the coming research studies.

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