

ACCOUNTABILITY IN THE GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS IN PAKISTAN

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Abstract

The study analyzes the perception of university teachers in Pakistan about accountability, transparency, research environment, funding for the welfare of employees, and hiring regular faculty members. These are the main parameters of higher education governance. To achieve this a sample consisting of 443 faculty members out of around 50,000 faculty members was selected. The survey questionnaire with a five-point Likert scale was used for data collection. Personal visits and Google forms were used for data collection and IBM SPSS 24.0 was used for analysis. Results show a significant difference between public and private institutions in terms of transparency, accountability mechanism, workload policy, research environment, preferences for regular hiring, and funds for employee welfare. The mean score for the above-mentioned factors among Basic Pay Scale (BPS) and Tenure Track System (TTS) institutions is not statistically significant. The faculty members with different years of experience have different perceptions regarding accountability processes of governance in the Universities.

Keywords: Higher Education, Accountability, Teachers, Perspective, Quantitative

Introduction

Education and training are important for national development. A higher literacy rate and more effective use of skill-based education ensure growth and sustainability. Over the last several decades, demand for public sector higher education has increased and at the same time, state-wide standards are imposed on Higher Education Institutions (HEIs), and there is an also call for increased accountability raised by various stakeholders. The assessment of higher education accountability systems emphasises the requirement for state wide systems to enhance performance and broaden programme access. This involves setting

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objectives, standardising institutions, and improving stakeholder performance.¹ Quality assurance processes are necessary for all countries including developing countries to ensure excellence in higher education as increasing the number of private higher education institutions increases concerns about quality of education.² Since its recognition as an academic subject, accountability has been an essential keystone in public administration specifically in HEIs. Accountability will create more transparency and hold public officials answerable to standards, resulting in better service and stops the exercise of unreasonable power practices³. This near-paradigm shift from traditional governance (i.e. It is a method of making decisions based on cultural, social, and historical settings and emphasising elders, elder involvement, holistic viewpoints, local sovereignty, and customary law. It has always handled local matters, promoted social harmony, and preserved cultural integrity. It fosters diversity, sustainability, and cultural preservation to include traditional governance practises into larger governance frameworks) beliefs to a "new accountability" standard is now more performance-focused than focused on compliance only.

Governance is defined as ensuring institutions' authority and collaboration to assign sources and manage or monitor societal activity to strengthen the institution to achieve its objectives.⁴ It is crucial in determining how well the government performs in higher education institutions. The Task Force for Higher Education 2002 recommended the creation of a new governing body called the Higher Education Commission in 2002. This new institution would oversee and regulate various aspects of higher education in the respective jurisdiction. The commission was established through an ordinance in 2002, allowing it to make recommendations related to higher education. This institution aims to facilitate universities in achieving their objectives of providing quality education for the country. Multiple international ranking bodies such as Times Higher Education and Quacquarelli Symonds (QS) rank universities yearly against established criteria. Pakistani Universities remained in the

¹ Jeroen Huisman and Jan Currie, "Accountability in Higher Education: Bridge over Troubled Water?" *Higher Education* 42, no. 4 (2004): 529-551.

² Darwin D Hendel, and Darrell R. Lewis, "Quality Assurance of Higher Education in Transition Countries: Accreditation-Accountability and Assessment," *Tertiary Education and Management* 11, no.3 (September 2005):239- 258.

³ Salahuddin Aminuzzaman, Harald Baldersheim, Ishtiaq Jamil, "Talking Back! Empowerment and Mobile Phones in Rural Bangladesh: A Study of the Village Phone Scheme Of Grameen Bank," *Contemporary South Asia* 12 (3), (2003): 327-348.

⁴ Stephen Keith McGrath, and Stephen Jonathan Whitty, "Redefining Governance: From Confusion to Certainty and Clarity," *International Journal of Managing Projects in Business*, vol. 8, Issue 4 (2015) :755 – 787.

Top 1000 Universities list, whereas Indian and other Universities in the region have acquired top positions. HEC focuses on the enhancing quality of research culture in universities which is a major criterion of these rankings. Stakeholders i.e. University Administration, Faculty members, students Supporting Staff at University and external actors of Higher Education institutions have created robust requirements for strengthening accountability in Higher Education.⁵ Due to multidimensional nature of Higher Education Institutions (HEIs) and the ever-changing outcome requirements. in Pakistan, developing a good operational accountability structure is challenging Accountability is most important in low-performing higher education institutions where learners are already at risk. The academic world may react tactically to further accountability as it is important to increase institutional positions in terms of performance.⁶ Like faculty members have reservations on their teaching and learning evaluation by the students during each semester or term. As it is mandatory for the Universities to get student evaluation for each faculty members through a Questionnaire which is part of Self-Assessment mechanism introduced by the Higher Education Commission (HEC) in Pakistan.

Access to higher education is likely to increase due to changes in social structures, cultural values, and the market's demand for highly educated human resources. According to Online Labor Index published by Oxford Institute of Internet in 2017, Pakistan is fifth largest country which is contributing to freelancing.⁷ These factors compel higher education institutions to become more accountable, effective, and beneficial by utilizing publicly resources.⁸ Accountability commenced with a rise in policy interest blended with a technocratic passion for assessing and tracing educational effects. The current situation in higher education is challenging, but measuring and tracing the performances of all stakeholders is essential. It will be possible with proper academic accountability. However, an important question is about how an accountability system should be constructed and whether such a system

⁵ Nikos Macheridis Paulsson, and Alexander , "Tracing Accountability in Higher Education," *Research in Education* 110, no. 1 (2021)

⁶ David J Deming, and David Figlio, "Accountability in US Education: Applying Lessons from K-12 Experience to Higher Education," *Journal of Economic Perspectives* 303 (3) (2016) : 33-56.

⁷ "Pakistan 4th Most Popular Country for Freelancing," e-Rozgaar, accessed August 21, 2023, <https://erozgaar.pitb.gov.pk/Pakistan-4th-freelancing-country>

⁸ F. King. Alexander, "The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education," *The Journal of Higher Education* 71(4) (2000) : 411-431.

can satisfactorily be anticipated to accomplish its objectives.⁹ External actors and stakeholders repeatedly put enormous weight on accountability for improving institutional performance and term the support by the administration an essential ingredient. The absence of community support, economic efficiency, and quality assurance has a direct impact on accountability whereas exogenic changes, such as the internationalization and massification of higher education, have supplemented increased accountability in higher education. It implies that an accountability approach to higher education could open new avenues and start new thoughts for research programs.¹⁰

The regulatory analysis allows a richer interpretation of state-higher education institutions. Country distinctions may explain divergences.¹¹ A contractual agreement may control, enforce, or impose the obligation to be accountable to the public.¹²

Higher education is a confluence of corresponding, mutually exclusive public, and private benefits; it consists of two sets of rights. One, with freedom of choice and competition required to access quality education, two, market mechanisms in education are becoming increasingly important.¹³ Consciousness is associated with accountability, dependability, carefulness, flexibility, and timesaving. It emphasizes the growing importance of market-based systems and consciousness, which includes responsibility, dependability, wisdom, flexibility, and efficiency. Higher education is influenced by market dynamics, accessibility, rivalry, and conscientious consumers.¹⁴

The World Bank Project TESP (2014-2016) also suggests improving access, relevance, and higher education quality. In Vision 2025 document, the Government of Pakistan focuses on human resource

⁹ Bianco-Ramirez, et al. "Criticality in International Higher Education Research: a Critical Discourse Analysis of Higher Education Journals," *Springer* (76) 6 (2018): 1091-1107.

¹⁰ Jessica Allyson Skene, and Laura Chittle Arief, "Accountable to Whom, for What, and through What : Educational Developers in the Audit Culture," *International Journal for Academic Development*, doi101080/1360144X.2021.

¹¹ Roger Patrick King, "Governance and Accountability in the Higher Education Regulatory," *State Higher Education* 53(4) (2007): 411-430.

¹² Amina Buallay, and Jasim Al-Ajmi, "The Role Of Audit Committee Attributes in Corporate Sustainability Reporting: Evidence From Banks in the Gulf Cooperation Council," *Journal of Applied Accounting Research*, 21(2) (2019)

¹³ Pedro Mateus Das Neves, "Literature Review on Sustainable Development the Spirit and Critics of Sd And Sdgs," *Research Gate*.

¹⁴ Mohamad Ridhuan Saat, Mat Dangi, Maisarah Mohamed, "Interaction Effects of Situational Context on the Acceptance Behaviour and the Conscientiousness Trait towards Intention to Adopt," *Educational Technology & Society* 24 (3)(2021): 61-84.

development for the indigenous and international job market. Good Governance at Higher Education Institutions (HEIs) can help the existing higher education system. There is a need to provide an enabling environment for the stakeholders i.e. faculty members and students to explore their potential in terms of creativity, knowledge generation and as a solution provider to the market and society. Accountability is a contentious topic in Higher Education. Mostly, governments do not have a direct hold to make academics accountable as HEIs are autonomous. Some philosophers believed that governments may not give complete freedom to HEIs which results in loosely managed processes.¹⁵ For intellectual growth and high-quality education, it is essential to achieve academic freedom and responsibility in higher education. Inadequate accountability can result in the waste of resources, the incoherence of curricula, and detrimental effects on financing, equality, the integrity of research, global competitiveness, employability, innovation, and staff morale.

In Pakistan, the number of research publications in well-known journals were around 400 in 2002, which crossed to 10000 in 2010. The increase in number of publications was result of different incentive-based programs and projects launched by the Government through HEC for HEIs and faculty members. These initiatives helped to develop a better image of the country and reflected that youth have potential to become professionals in different disciplines. International bodies and organizations like Quality Assurance Agency UK (QAA), Nature, APQN, etc., appreciated the Quality Assurance criteria and other reforms of HEC. After introducing reforms at all levels, it is necessary to assess the efficiency of the current reforms and recommend a framework for Governance at Universities in Pakistan. According to Ololube¹⁶ the one of the studies, higher education potentially contributes to political and social transformation that supports institutional reinforcement. According to the World Bank (2000)¹⁷ report, good Governance provides better ways for managing higher education. Accountability has been recognized as a discipline from organizations to the education system. The World Bank's report linked aid to governance issues in Sub-Saharan Africa.¹⁸ Good

¹⁵ Jeroen Huisman, and Currie, "Accountability in Higher Education: Bridge over Troubled Water."

¹⁶ Nwachukwu Prince Ololube, Oboada A Uriah, Johnny Undutimi, and Dudafa, "The Role of University Management in Sustainable National Development Through Innovation And Entrepreneurial Nosiness," *International Journal of Educational Foundations and Management* 2 (1)(2014): 13-24.

¹⁷ World Bank, *Corporate Governance: A Framework for Implementation*, Public (Washington, D.C.: World Bank, 2000), 15.

¹⁸ Malena, Reiner Forster, and Janmejay Singh, *An Introduction to the Concept and Emerging Practice* (Washington, DC: World Bank, 2004)

Governance is a mandatory component that influences international agencies which are involved with third-world countries for various development projects. Good Governance is defined as managing a country's Open, transparent, accountable, equitable, and responsive behavior. Governance is essential for sustainable development and change.¹⁹ It involves a democratic structure, human rights, freedom of media, etc.²⁰ Governance must prioritize transparency, accountability, justice, and equity, essential values to ensure citizens have basic needs and dignity. States must create an effective higher education funding system to improve student success.²¹ Performance reporting measures must be extended to all educational institutions including public colleges and universities. Higher Educational Institutions have autonomy and independence from government to carry out teaching, learning and research activities. In an electronic age, transparency needs to be carefully managed, and as expectations of benefits may be too high. Higher education institutions (HEIs) with autonomy enjoy academic freedom, research quality, flexibility, and local relevance. However, managing expectations and transparency in the digital era can be challenging. Despite these challenges, autonomy promotes creativity, critical thinking, and social advancement.). Transparency is essential in higher education for accountability, moral behavior, and informed choices. Excessive transparency can harm institutions, causing misunderstandings and harming their image. Balancing openness and preserving sensitive information is crucial for success and integrity. and why this is so important because information and Communications Technology (ICT) has permeated Government and society.²²

Accountability can increase trust and is often moderated by transparency. Transparency is the literal value of accountability, emphasizing its importance in assessing organizational performance.²³ Transparency must be ensured to improve the accountability system in

¹⁹ Salahuddin Aminuzzaman, Harald Baldersheim, Ishtiaq Jamil 2003. "Talking back! Empowerment and mobile phones in rural Bangladesh.

²⁰ Megan M. Farwell Handy, Micheal L. Shier, Femida, "Explaining Trust in Canadian Charities: The Influence of Public Perceptions of Accountability, Transparency, Familiarity and Institutional Trust," *Voluntas: International Journal of Voluntary and Nonprofit Organizations* 30 (4)(2019): 768-782.

²¹ Yiqun Shen, "Philanthropic Foundations and Higher Education Finance," (Phd Dissertation : University of Oklahoma, 2018)

²² Jeroen Huisman Bjørn "Performance governance and management in higher education revisited: international developments and perspectives Quality in Higher Education 28(1): 106-11.

²³ Megan M. Farwell, Micheal L. Shier, Femida, "Explaining Trust in Canadian Charities: The Influence of Public Perceptions of Accountability, Transparency, Familiarity and Institutional Trust."

Higher Education institutions. Accountability is also interconnected to efficacy, efficiency, and product evaluation, necessitating demonstrating that Higher Education efficiently attained strategic outcomes and performances. For evaluating higher education, implementing accountability, and improving the quality is necessary. For strengthening quality assurance through an accountability culture in higher education, governance evaluation is needed.²⁴ An increase in accountability demands balances institutional autonomy. Performance governance and management in higher education have become increasingly important due to increased hierarchical leadership, data collection, and reporting systems.²⁵ Universities should be self-governing to improve accountability and performance, but on-ground government control limits innovation and progression. Management of university education can be analyzed from two dimensions: external and internal. The HEC ensures adequate financing and maintains law and order, performing functions such as accreditation, approval, maintenance of standards, monitoring of universities, and preventing illegal campuses.²⁶ Higher education's complicated relationship between university autonomy and governmental oversight has an impact on openness and accountability. While government regulations assure quality, fairness, access, and policy alignment, self-governance has benefits including academic freedom, responsiveness, and institutional identity. It is vital to combine self-governance with governmental oversight and proper checks and balances. Accountability is improved through transparency techniques like consistent reporting and stakeholder involvement. A functional higher education system depends on a collaborative approach that respects institutional autonomy while sustaining national educational standards.

This study determined faculty members' perceptions of accountability in higher education governance. The research question was to what extent is a University and its governing structure i.e. Syndicate/BBoG, are accountable for organizational actions, authorizing all final judgments on issues of utmost importance falling under its purview? For identifying accountability mechanism and its perception among faculty members of higher education institutions, the study highlighted accountability parameters: Transparency, Accountability mechanism, Workload policy, Research environment, and Preferences for regular hiring over visiting faculty, through quantitative data.

²⁴ Jessica Raffoul, Allyson Skene, Laura Chittle, "Accountable to Whom, for What, and through What Means'," 2021.

²⁵ Jeroen Huisman Bjørn, "Performance Governance and Management in Higher Education Revisited."

²⁶ Obinnaya Lucian Chukwu, "Neoliberalism and the University: An Analysis of," (MA Thesis :University of York, 2021), 23.

The Government of Pakistan has spent billions of rupees since 2002, through Higher Education Commission to increase access to quality, and relevant qualifications to its masses. For this, higher education institutions must improve Governance in a dynamic way to bridge the gap created due to conventional management practices. The study recommendations may help the institutions to prioritize their objectives according to the market's demand. The accountability approach in decision-making and running affairs of the institutions will help develop quality research and academic culture in the Universities. Accountability has been a recurring theme since the earliest days of higher education, but its importance has risen and fallen due to external pressures. Governments need to be assured that higher education institutions are meeting societal needs and providing research and services to improve citizens' lives. Governments should provide information about educational alternatives and hold providers accountable for their performance relative to educational outcomes.²⁷

Literature Review

Higher education has traditionally been self-regulated, but in recent years, accountability has changed to include non-educational groups, e.g., the media, and the public. Accrediting groups and educational bodies are under attack for their ineffectiveness in protecting students, and when accrediting groups attempt to uphold standards, they are sued. Higher education should be closely evaluated, and criticized in the future. This will affect the central university's relationship with all its colleges and programs.²⁸ Higher education institutions (HEIs) are implementing transparency and accountability reforms to provide human capital and establish a global presence. They have establishing and assurance departments, modified program designs, and promoted governance through quality matrix and transparency.²⁹ Nandi in his study highlighted that Faculty meetings reveal teachers' treatment based on seniority and experience, with junior instructors facing heavy workloads and limited

²⁷ Hendel , Darwin D, and Darrell R Lewis. 2005. "Quality assurance of higher education in transition countries: Accreditation - accountability and assessment." *Tertiary Education and Management* 11 (3): 239-258.

²⁸ John L. Lahey Janice C. "Recent Trends in Higher Education: Accountability, Efficiency, Technology, and Governance *Association of American Law Schools* 544 528-539.

²⁹ M. Salameh-Ayanian, & D Kozaily, "The Role of Governance in Promoting the Presence of Woman in Higher Education Institutions in the Arab World," In *Higher Education Governance in the Arab World*, 147-170. doi:10.1007/978-3-319-52060-5_8

research time. Senior instructors prioritize student recruitment and job placement connections.³⁰

However, addressing the lack of women in senior management roles is crucial. Institutional autonomy is critical to transforming higher education institutions, and reforms focus on improving public sector efficiency, effectiveness, and quality. In most of institutions, much favoritism is given to the male when it comes to appointing a higher position. Similarly, the opinion for accountability mechanism, transparency, and workload policy of male and female put greater impact in this study. Theoretical perspectives and expectations are important for understanding the relationship between governance reforms and strategic capacity, drawing on instrumental and cultural perspectives from organizational theory.³¹

Accountability in Higher Education is proposed to be explored with organizational and policy reforms, as these reforms are often brought about by techno-economic and political changes in the Higher Education landscapes. The text discusses the diverse range of forums to which HEIs are held accountable, including administrators who ask for quality assurance systems and performance measurement instruments. The new public-management-inspired accountability arrangements demonstrate that HEIs are held accountable in two ways: processual issues, such as internal evaluations, and outcome issues, such as rankings. The low degree of autonomy in these examples, combined with expectations on education and research results, means that accountability forums can be internal and external at the same time.³² HEIs are accountable for their social relationships, which can be financial, procedural, ethical, or involve other aspects. Professional accountability is associated with quality or financial management, fair and equal treatment of students, and political and social accountability arrangements.³³ An organized democratic voice is a key requirement for enhancing accountability in education, creating chances for stakeholders to express their opinions and enhance the policy-enabling environment, leading to increased policy ownership and successful implementation.³⁴ Reforms in higher education have been aimed at

³⁰ Suman Nandi, "Governance, Performance and Quality in Higher Education: Evidence from a Case Study," *Contemporary Education Dialogue* 19, no.1 (2021):37-58, DOI:1177/09731849211056380.

³¹ Holzer, "A Race to the in Public Higher Education to Improve Education and Employment Among the Poor," *Russell Sage Foundation* 3: 8499.

³² William C. Smith Aaron, "Improving Accountability in Education: the Importance of Structured Democratic Voice," *Asia Education Review*.

³³ Macheridis and Alexander Paulsson "Tracing Accountability in Higher Education," *Research in Education*: 78-1101.

³⁴ Sarjinder, *Advanced Sampling Theory with Applications: How Michael "Selected" Amy*. 2 vols, Kluwer Academic.

modernizing institutions, with the transformation of governmental tools, outcome-based funding systems, and stronger accountability measurements. External representation has increased, and new models for appointing academic leadership have been introduced. Reform efforts are often ideologically driven, but there are also national variations due to institutionalized characteristics of higher education institutions, regulation, and bargaining traditions.³⁵ Through adjustments to teaching strategies, curriculum design, and research procedures, reforms in higher education seek to modernize institutions and enhance accountability. Systems of financing that are outcome-based put an emphasis on quantifiable results, while improved accountability procedures and external representation increase openness. Innovation and academic freedom are fostered by striking a balance between institutional autonomy and student-centric strategies.

Colonialism has had a strong influence on post-independent Pakistan, leading to a lack of accountability, abuse of power, and rejection of reform initiatives. The administrative and governmental frameworks of the colonial era have hampered accountability in Pakistan after independence. This problem has been made worse by centralized bureaucracy, authoritarian control, and restricted municipal and provincial government authority. Patronage and clientelism in politics still exist, and it might be difficult to implement reforms because of resistance. Local language and identity erasure and repression under traditional institutions also influence social views towards accountability and government. Good Governance needs to be "indigenized" into humane governance, and education is of dire importance for economic growth and development.³⁶ Higher education institutions have both intrinsic and extrinsic factors that determine their quality. The Chancellor must appoint a Governing Board and an independent system of management to ensure accountability. Reforms have been introduced to ensure quality assurance, such as faculty development and structural changes in governance and management.³⁷ Accountability is essential for the nonprofit sector due to its low barriers to entry and lack of costless mechanisms to distinguish between trustworthy and untrustworthy organizations. It can include performance evaluation, stakeholder engagement, and internal

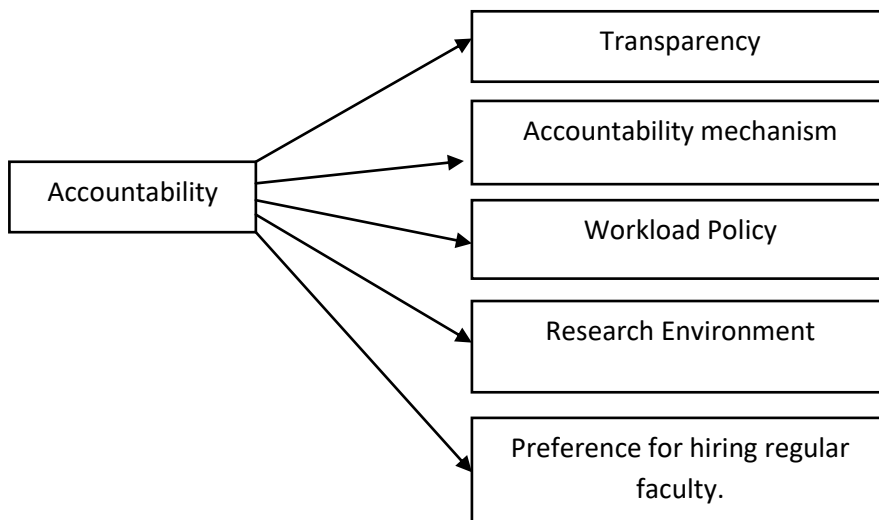
³⁵ Nicoline Frølich, and Tom Christensen Bjørn, "Strengthening the Strategic Capacity of Public Universities: The Role of Internal Governance Models, " *Public Policy and Administration*, 1-16.

³⁶ Syed Sohaib Zubair, "Governance Context of Higher Education Sector of Pakistan," *Pakistan Vision*, vol.20 (1) (2019): 1-13.

³⁷ Usman, "Governance and Higher Education in Pakistan: What Roles do Boards of Governors Play in Ensuring the Academic Quality Maintenance in Public Universities versus Private Universities in Pakistan," *International Journal of Higher Education* 3(2) (2014): 38-51.

commitment to the mission.³⁸ Committee of University Chairs (CUC) Code for Governance in Higher Education was taken as the baseline of this study. As HEIs of UK are significantly contributing towards knowledge generation and commercialization along with other developed countries. As most of the Pakistani students prefer to move to UK for further education or employment, therefore, it would appropriate to follow governance standards set by the UK. The CUC is a non-profit body for the Chairs of UK universities which provides learning and development opportunities to members. The CUC code of governance has six elements and Accountability in Governance of Higher Education is one of the elements. There are six key elements, Accountability, Sustainability, Reputation, Inclusion and Diversity, Effectiveness, and Engagement. For this research paper accountability element is considered which is further composed of Transparency, Accountability mechanism, Workload policy, Research environment, Preferences to regular hiring over visiting Faculty, and Funds for the welfare of employees' parameters.

Figure: 1 Parameters of Accountability



Research Methodology

This study aimed to assess faculty members' perceptions regarding the accountability of Higher Education Governance in Pakistani universities. The quantitative research method was used to collect data

³⁸ Megan M. Farwell Handy, Micheal L. Shier, and Femida,"Explaining Trust in Canadian Charities: The Influence of Public Perceptions of Accountability, Transparency, Familiarity and Institution."

from teachers. Solvin's formula adopted for selecting a sample of faculty members. Solvin's formula is $N/(1+Ne^2)$ where: n = the number of samples N = the total population.

Stakeholder	Population	Sampling technique	% of sample	Sample size
Faculty Members	50,852	Slovin's formula	$n=N/(1+Ne^2)$	396

In this research paper, we focused on the perception of Pakistani University teachers from Higher Education Institutions regarding the Accountability factor. For this purpose, 443 respondents were included in the study.

Data Collection Tool

The researcher developed a questionnaire based on the Committee of University Chairs (CUC) code of governance in higher education³⁹ for data collection from university teachers in Pakistan. A questionnaire developed for assessing perception of faculty members in Pakistan was customized keeping in view the nomenclature and structure of University bodies. It was validated by the experts relevant to the discipline of educational leadership and governance in education. The pilot testing was conducted initially, and reliability was also assessed. The Crohn's Bach Alpha of the questionnaire was 0.968, which shows excellent coherence among initially questionnaire items. In the questionnaire teacher's perception was sought to understand about the accountability mechanism in higher education institutions. Does the transparency is ensured in teaching learning and research processes are ensured. Is there any workload policy specified in their institution, is there proper research environment ensured for faculty members and students within the institution. Are there any specified policy for appointments on hiring faculty members on regular basis.

Table 1 : Respondents' Demographics

Demographic items	Frequency	Percentile
Type of institution		
Public	355	80.1%
Private	88	19.9%
Gender		
Male	284	64.1%
Female	159	35.9%
Structure of service		
BPS (Basic Pay Scale)	318	71.8%

³⁹ Committee of University Chairs, Accessed December 2, 2020, <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>.

TTS (Tenure Track System)	122	27.5%
Others	3	.7%
Experience		
5years	195	44.0%
10years	17	3.8%
More than 10 years	29	6.5%
More than 15 years	202	45.6%
Qualification		
Undergraduate	22	5.0%
Graduate	98	22.1%
Postgraduate	323	72.9%
Age		
21-25	16	3.6%
26-30	75	16.9%
31-35	109	24.6%
36-40	137	30.9%
41-45	106	23.9%

Source: Authors

The Table 1 above shows that the participants of the study were selected through a purposive sampling technique. The table shows the 122 female teachers and 318 male teachers aimed to receive distinct perspectives and experiences in the educational situations. The Majority had five to 15 years of experience, showing a mix of early-career educators and moderate expertise. A subset had over 15 years of teaching experience, potentially contributing institutional knowledge and insights.

Data Analysis

These data were analysed with the statistical package of Social Science (SPSS) software for Mean and t-tests, Analysis of Variance (ANOVA), and Standard Deviation. For data analysis of variables of the participants' gender, the structure of service, type of institutions, and essentials, the t-tests were used for independent samples. Where one-way analysis of Variance (One-way ANOVA) analyzed faculty members' experience, qualifications, and age-wise respondents' perception of Accountability in Higher Education was measured. The T-test and ANOVA were applied for finding the difference among all the above-stated accountability parameters to assess significance of the responses.

Table 2: Independent Samples t-test Results on the Faculty Perceptions of Accountability in Higher Education at Public and Private Universities

Factor of Accountability	Type of Institution	N	Mean	Sd	Df	T	P-Value
Transparency	Public	355	2.90	1.223		1.268	.953
	Private	88	2.72	1.250	441		
Accountability mechanism	Public	355	3.06	1.187		2.834	.806
	Private	88	2.66	1.221	441		
Workload policy	Public	355	2.60	1.178		-.662	.888
	Private	88	2.69	1.197	441		
Research environment	Public	355	2.84	1.166		3.397	.005
	Private	88	2.39	.952	441		
Preferences to regular hiring over visiting faculty	Public	355	2.87	1.237		3.495	.003
	Private	88	2.38	1.021	441		
Funds for the welfare of employees	Public	355	2.77	1.202		1.175	.561
	Private	88	2.60	1.150	441		

There is a statistically significant difference in the opinion of faculty members regarding **Transparency**, **Accountability mechanism** ($t(441) = .953; p > .05$), **Workload policy** ($t(441) = .806; p > .05$), and, **Research environment** ($t(441) = .005; p > .05$), whereas, **Preferences to regular hiring than visiting faculty** ($t(441) = .003; p > .05$), **Funds for the welfare of Employees** ($t(441) = .561; P > .05$), and in the overall scale ($t(441) = .201; p > .05$). Results indicate that there is no statistically significant difference found regarding factors of accountability between the perception of faculty members from public and private sector institutions.

Table 3: Gender-based Variations in Faculty Perceptions of Accountability in Higher Education Using an Independent Samples T-Test.

Factors of Accountability	Gender	n	Mean	Sd	Df	T	Sig.
Transparency	Male	284	2.80	1.243	441	-1.415	.233
	Female	159	2.97	1.201			
Accountability mechanism	Male	284	2.97	1.197	441	-.235	.919
	Female	159	3.00	1.217			
Workload policy	Male	284	2.60	1.174	441	-.388	.665

	Female	159	2.65	1.197			
Research environment	Male	284	2.85	1.089	441	2.492	.067
	Female	159	2.57	1.209			
Preferences to regular hiring over visiting faculty	Male	284	2.90	1.223	441	3.020	.365
	Female	159	2.55	1.162			
Funds for the welfare of employees.	Male	284	2.70	1.180	441	-.913	.833
	Female	159	2.81	1.214			

It demonstrates that Transparency ($t(441) = -1.415$; $p > .05$), Accountability mechanism ($t(441) = -.235$; $p > .05$), Workload policy ($t(441) = -.388$; $p > .05$), Research environment ($t(441) = 2.492$; $p > .05$), Preferences to regular hiring than visiting Faculty ($t(441) = 3.020$; $p > .05$), Funds for the welfare of Employees ($t(441) = -.913$; $P > .05$), and in the overall scale ($t(441) = .240$; $P > .05$). Teachers' perceptions of transparency, accountability mechanisms, workload policies, research environments, and regular hiring are similar, but perceptions of Funds for the Welfare of Employees differ significantly. However, there was a significant difference in the overall scale, with females having a higher mean score than males.

Table 4: The Results Of An Independent t-test Analyzing Faculty Views on Accountability in Higher Education, Specifically in Relation to the Type of Faculty Appointment

Factor of Accountability	Type of Faculty Appointment	N	Mean	Std. Deviation	Df	T	Sig.
Transparency	BPS	318	2.97	1.23	438	2.98	0.31
	TTS	122	2.59	1.162			
Accountability mechanism	BPS	318	3.13	1.19	438	4.02	0.35
	TTS	122	2.62	1.138			
Workload policy	BPS	318	2.63	1.189	438	0.35	0.32
	TTS	122	2.58	1.156			
Research environment	BPS	318	2.87	1.167	438	3.57	0.02
	TTS	122	2.44	1.021			
Preferences to regular hiring over visiting faculty	BPS	318	2.81	1.201	438	1.06	0.71
	TTS	122	2.67	1.236			
Funds for the welfare of employees.	BPS	318	2.75	1.212	438	0.37	0.13
	TTS	122	2.7	1.155			

Above table shows **Transparency** ($t(438) = .309$; $p > .05$), **Accountability mechanism** ($t(438) = 2.98$; $p > .05$), **Workload policy** (t

(438) = 4.02; $p > .05$), **Research environment** ($t(438) = 0.35$; $p > .05$), **Preferences to regular hiring than visiting Faculty** ($t(438) = 3.57$; $p > .05$), **Funds for the welfare of employees** ($t(438) = 1.06$; $p > .05$). and in the overall scale ($t(438) = 0.37$; $p > .05$) The T-Test results show that there is no significant difference between the Mean scores of the faculties working under the structure of BPS and TTS in the universities

Table 5: One-Way ANOVA Test Results on The Faculty's Perception of Accountability in Higher Education in Terms of their Experiences

Factor of Accountability	Faculty's Experiences	N	Mean	Std. Deviation	Df	F	Sig.
Transparency	5years	195	2.89	1.125	3 439	.695	.556
	10years	17	2.71	1.404			
	> 10 years	29	3.14	1.329			
	> 15 years	202	2.82	1.297			
	Total	443	2.86	1.229	442		
Accountability mechanism	5years	195	2.93	1.146	3 439	4.740	.003
	10years	17	2.53	1.125			
	> 10 years	29	3.72	1.066			
	> 15 years	202	2.97	1.247			
	Total	443	2.98	1.203	442		
Workload policy	5years	195	2.79	1.130	3 439	2.769	.041
	10years	17	2.53	1.375			
	> 10 years	29	2.34	1.143			
	> 15 years	202	2.50	1.202			
	Total	443	2.62	1.181	442		
Research environment	5years	195	2.89	1.106	3 439	2.900	.035
	10years	17	2.41	.507			
	> 10 years	29	3.00	1.336			
	> 15 years	202	2.61	1.163			
	Total	443	2.75	1.140	442		
Preferences to regular hiring than visiting Faculty	5years	195	2.93	1.220	3 439	3.342	.019
	10years	17	3.29	1.105			
	> 10 years	29	2.62	1.374			
	> 15 years	202	2.61	1.167			
	Total	443	2.77	1.212	442		

Funds for the welfare of employees.	5years	195	2.87	1.222	3439	3.470	.016
	10years	17	2.76	1.200			
	> 10 years	29	3.10	1.448			
	> 15 years	202	2.55	1.097			
	Total	443	2.74	1.192			

Table 5 illustrates the F-Value for transparency was 0.695 and the P-Value was greater than 0.05. Workload policy research showed a significant difference between groups with an F-value of 2.769 and a P-Value less than or equal to 0.05. The research environment's F-value was 2.900 and the preference for regular hiring over visiting faculty had an F-value of 3.342. The P-Value was greater than 0.05. **Transparency** ($F(3-439) = .695; p>.05$), **Accountability mechanism** ($F(3-439) = .352; p>.05$), **Workload policy** ($F(3-439) = 2.769; p\leq.05$), **Research environment** ($F(3-439) = 2.900; p>.05$), **Preferences to regular hiring than visiting Faculty** ($F(3-439) = 3.342; p>.05$), **Funds for the welfare of employees** ($F(3-439) = 3.470; p>.05$) and in the overall scales ($t(438) = ; p>.05$).

Table 6: One-Way ANOVA Test Results on the Faculty's Perception of Accountability in Higher Education in Terms of their Qualifications

Factor of Accountability	Qualification wise respondents	N	Mean	Std. Deviation	Df	F	Sig.
Transparency	Undergraduate	22	3.18	1.220	2440	1.754	.174
	Graduate	98					
	Postgraduate	323					
	Total	443	3.00	1.300	442		
Accountability mechanism	Undergraduate	22	2.80	1.205	2442	.103	.902
	Graduate	98					
	Postgraduate	323					
	Total	443	2.86	1.229	442		
Workload policy	Undergraduate	22	3.09	1.109	2440	2.234	.108
	Graduate	98					
	Postgraduate	323					
	Total	443	2.99	1.256	442		
Research environment	Undergraduate	22	2.97	1.196	2440	1.283	.278
	Graduate	98					
	Postgraduate	323					
	Total	443	2.98	1.203	442		

Preferences to regular hiring over visiting faculty	Undergraduate	22	3.09	1.019	2440	2.880	.057
	Graduate Postgraduate	98 323					
	Total	443	2.68	1.223	442		
Funds for the welfare of employees.	Undergraduate	22	2.57	1.173	2440	1.182	.308
	Graduate Postgraduate	98 323					
	Total	443	2.62	1.181	442		

Table 6 of One-Way ANOVA test results on the faculty's perception of Accountability in Higher Education in terms of their qualifications present that **Transparency** ($F(2-442) = 1.754; p > .05$), **Accountability mechanism** ($F(2-442) = .103; p > .05$), **Workload policy** ($F(2-442) = 2.234; p \leq .05$), **Research environment** ($F(2-442) = 1.283; p > .05$), **Preferences to regular hiring than visiting Faculty** ($F(2-442) = 2.880; p > .05$), **Funds for the welfare of employees** ($F(2-442) = 1.182; P > .05$) and in the overall scale ($t(2-442) = ; p > .05$). Statistics show that there is no discernible difference between the groups in terms of transparency, accountability mechanism, workload policy, research environment, regular hiring preferences, and regular hiring preferences over visiting faculty. The P-Value of transparency is greater than 0.05, the F-Value of accountability mechanism is 0.103, the F-Value of workload policy is 2.234, the F-Value of research environment is 1.283, and the P-Value of regular hiring preferences is greater than 0.05.

Table 7: One-Way ANOVA Test Results on the Faculty's Perception of Accountability in Higher Education Regarding Age-Wise Respondents.

Factor of Accountability	Age-wise Respondents	N	Mean	Std. Deviation	Df	F	Sig.
Transparency	21-25	16	2.81	1.377	4438	.833	.505
	26-30	75	2.88	1.196			
	31-35	109	2.97	1.093			
	36-40	137	2.72	1.266			
	41-45	106	2.94	1.315			
	Total	443	2.86	1.229	442		
Accountability mechanism	21-25	16	2.88	1.628	4438	.528	.715
	26-30	75	3.07	1.256			
	31-35	109	3.05	1.100			
	36-40	137	2.87	1.156			
	41-45	106	3.02	1.265			
	Total	443	2.98	1.203	442		

Workload policy	21-25	16	3.13	1.088	4 438	1.115	.349
	26-30	75	2.61	1.293			
	31-35	109	2.61	1.178			
	36-40	137	2.51	1.164			
	41-45	106	2.69	1.133			
	Total	443	2.62	1.181	442		
Research environment	21-25	16	3.38	1.147	4 438	2.307	.057
	26-30	75	2.87	1.256			
	31-35	109	2.72	1.155			
	36-40	137	2.58	1.102			
	41-45	106	2.83	1.055			
	Total	443	2.75	1.140	442		
Preferences to regular hiring than visiting Faculty	21-25	16	3.44	1.153	4 438	2.180	.070
	26-30	75	2.59	1.187			
	31-35	109	2.77	1.230			
	36-40	137	2.69	1.198			
	41-45	106	2.69	1.212			
	Total	443	2.92	1.212	442		
Funds for the welfare of employees.	21-25	16	2.69	1.138	4 438	1.693	.151
	26-30	75	2.61	1.218			
	31-35	109	2.95	1.220			
	36-40	137	2.59	1.154			
	41-45	106	2.79	1.185			
	Total	443	2.74	1.192	442		

Table 7 of One-Way ANOVA test results on the Faculty's Perception of Accountability in higher education regarding Age-wise presents that **respondent. Transparency** ($F(4-438) = .833$; $p > .05$), **Accountability mechanism** ($F(4-438) = .528$; $p > .05$), **Workload policy** ($F(2-442) = 1.115$; $p \leq .05$), **Research environment** ($F(4-438) = 2.307$; $p > .05$), **Preferences to regular hiring than visiting Faculty** ($F(4-438) = 2.180$; $p > .05$), **Funds for the welfare of employees** ($F(4-438) = 1.693$; $p > .05$) and in the overall scale ($t(4-438) =$; $P > .05$). The F-Value for transparency, accountability mechanism, workload policy research, research environment, and regular hiring over visiting faculty had no discernible difference between the groups. The F-Value for transparency was 0.833 and a P-Value greater than 0.05, while the F-Value for accountability mechanism was 0.528 and a P-Value greater than 0.05.

Findings

The study found that public institutions have higher levels of accountability than private institutions, with significant differences in transparency, accountability mechanism, workload policy, research environment, and employee welfare funds. Females have a higher mean score than males, and the BPS structure is statistically better in terms of accountability compared to the TTS group. Faculty members'

qualifications did not show significant differences, but workload policy had a significant difference. Age groups did not show significant differences in perceptions of transparency, accountability mechanism, workload policy, research environment, and employee welfare funds. However, there was a significant difference in research environment and preferences for regular hiring, with age groups 21-25 and 41-45 having the greatest average ratings.

The study indicates that faculty members perceive the Syndicate/Board of Governors (BoG) as having joint accountability for higher education governance actions and decision-making processes. This perception varies between public and private institutions, suggesting the state government controls preferences and outcomes rather than internal budgetary processes. Nordic countries have introduced new accountability mechanisms in the last decade, aiming to increase effectiveness, efficiency, and caliber. Higher education is facing four broad trends that could redefine it as an industry: contract steering, governance reform, merger reform, and accreditation.

Conclusion and Recommendations

1. There is a potential difference in the research environment, although it falls just short of statistical significance. The results depict that, there was a significant difference in the overall scale, with females having a higher mean score than males. It is recommended that promoting mentorship, role models, collaboration, teamwork, inclusivity, and gender equality in research can create an environment where all participants feel welcome and supported.
2. Findings revealed that public institutions have higher accountability in a research environment. Therefore, it is recommended that the research environment in both sectors may foster public-private partnerships, provide incentives for private-sector involvement in research activities, facilitate knowledge transfer, streamline regulatory processes, and encourage industry-focused research to increase private-sector involvement while maintaining accountability and transparency.
3. Findings revealed that the post-graduate group had a higher mean score for accountability than the undergraduate group in workload policy. Therefore, it is recommended to strengthen the undergraduate workload policy to ensure clarity, fairness, and transparency. Provide training and education to both undergraduate and postgraduate students, enhance communication channels, implement mentorship programs, provide academic support resources, conduct regular workload assessments, encourage student involvement in policy development, monitor and address potential disparities, and take appropriate measures to address them. Monitor and analyze workload

distribution and accountability among undergraduate and post-graduate students.

4. The age groups of 21-25 and 41-45 have the highest average ratings for the research environment. To improve the research environment for other age groups, it is important to identify strengths and best practices, promote intergenerational collaboration, provide tailored support and resources, and foster a culture of continuous learning. The most important details are to offer workshops, seminars, and training programs that address the evolving needs and skills required in the research field, create inclusive social and networking opportunities, ensure fair and equitable opportunities, encourage cross-disciplinary collaboration, seek feedback, and adapt to identify areas for improvement.

