Private University Governance and Management in Developing Countries

Private universities are relative newcomers to Developing countries and they are multiplying at an exponential rate. They tend to be self-financing and operate like an enterprise generating profit. These universities are facing challenges in delivering graduates capable of responding to, and meeting evolving market needs, contributing to nation building, sustainable development and wealth creation. Hence, for these universities to become relevant and successful they need to improve their strategy, governance, management, organization and academic approaches in order to operate in the context of developing countries. Additionally, there is a need for developing practical regulations and frameworks for enhancing and improving the delivery of the essential functions in private universities. This paper proposes a path to private university relevance and fitness for purpose in developing countries focused on effective governance and management with the intention of aligning strategic decisions to enable them to generate the required knowledge to meet the requirements for nation building, sustainable development, wealth creation, globalisation and Internationalisation. Realising this objective will also require an innovative Structure of the Academic Administration which requires a structure "the Form" that can efficiently deliver all university required 'Functions' (strategy, governance, management, and operations) in a timely manner.

Introduction

Universities are the engines of social and economic development in their host communities. Furthermore, universities can foster opportunities for collaboration, knowledge exchange and social empowerment. (McCaffery, 2004; Baban, 2017, 2018a)

Universities can play a critical role in developing countries via improving the economy through focusing on innovation and entrepreneurship to develop some vital industries using academic research and technologies and in partnership with government and business. Attracting global talent and providing students with the skills to compete for employment nationally and internationally. International staff and students can boost the economy and contribute to the vitality of their communities and help develop tolerant and inclusive societies. In fact, Internationalisation helps create productive global networks, extend intellectual and cultural interaction, hence acting as effective spaces for the much-needed soft diplomacy. Furthermore, in recent times, as knowledge generation and management became more critical for national economies as a source of present and future wealth, so did universities. Therefore, the quality of knowledge generated through higher education

1 institutions, and its availability to the wider economy, is becoming increasingly
2 critical to national competitiveness (Oliver, 2004; Baban, 2017, 2018a, 2018b)
3   Hence, universities can play several critical essential roles in developing
4 the social and economic situation of a developing country. Universities can
5 improve lives, enhance self-knowledge, employment opportunities and
6 promote civic participation. However, these expectations remain unfulfilled in
7 developing countries. This is partially due to fact that for many decades, most
8 national governments and international donors have focused on primary
9 education as a means to attain the goal of poverty reduction, while investments
10 in higher education were considered to be less important and less beneficial to
11 promote economic and social development. As a result, higher education
12 systems in developing countries are under great strain. Evidently, this situation
13 poses a serious challenge to the developing world. Hence, the urgent need for
14 immediate actions to increase relevance, expand the quantity and improve the
15 quality of higher education in developing countries and deal with these as a top
16 development priority (World Bank, 2000; Oliver, 2004).
17   The author has a particular interest in enhancing the role of universities in
18 national development. As a then Vice chancellor he, took part in the World
19 Bank-Iraq Education Study Tour for the Knowledge Economy in South Korea
20 and Malaysia (ESTKE). The tour visited two countries that have managed to
21 transform, in a short period of time, their Education systems to lead the nation
22 building process and wealth creation.
23   During the tour, the author was seeking answers on how universities can
24 play a leading role in the nation building and wealth creation process through
25 direct interactions with the Ministries and both the executives and senior
26 academics and management personal in both countries. In S Korea, the author
27 visited the Korea Education and Research Information Service (KERIS), the
28 Ministry of Education, Science and Technology (MEST), the Korea Research
29 Institute for Vocational Education and Training (KRIVET), the Korean
30 Educational Development Institute (KEDI), Seoul National University,
31 Hanyang University, Kyung Hee University and Sungkyunkwan University.
32 Whilst in Malaysia the author visited the Ministry of Higher Education
33 (MOHE), Limkokwing University of Creative Technology (LUCT),
34 Multimedia University (MMU), University of Malaya, Selayang Community
35 College and finally University Sains Malaysia (USM) (Baban and Amin,
36 2011a, Baban, 2011b).
37   The author was also interacting and seeking the views of the national
38 delegation which consisted of senior academics and directors of higher
39 education and education establishments as well as members of the Federal
40 parliament of Iraq. After reflection and analysis, the contributory factors for
41 success emerged shaving a clear vision for nation building as well as being
42 flexible and pragmatic; the involvement of the government in   actively
43 planning reform started with the basic education system and prioritising
44 national needs. Empowering the independence of Higher Education institutions
45 but making them accountable for delivering applied research (linked to
46 immediate and strategic needs), relevant curriculum (focused on Graduate

1   profiles and employability to meet national needs), quality assurance and
2   modern teaching and learning methods. In addition to encouraging the
3   collaboration between the industry and Higher Education institutions as well as
4   supporting Internationalisation through accepting talented foreign students,
5   employing foreign faculty and having international campuses (Baban 2011b,
6   2012, 2017).
7   The new reality in developing countries has created some urgent demands
8   and expectations of public universities such as the increasing demand for
9   higher education and in the demand for employment-oriented courses.
10 However, the public universities, in most cases, could not meet these needs. As
11 a result, private universities have emerged and flourished. Though, it is
12 increasingly becoming apparent that the private universities are having
13 difficulties with delivering their intended objectives to advance evolving
14 national economic and development national needs.
15   This paper proposes a path to instituting efficient governance and
16 management teams capable of turning private universities into relevant and fit
17 for purpose organizations through aligning strategic decisions to enable them to
18 generate the required knowledge to meet the requirements for a developing
19 nation. Realising this objective will also require improving the quality of the
20 education provided and creating an innovative assembly for the Academic
21 Administration which requires a structure "the Form" that can efficiently
22 deliver all university required 'Functions' (strategy, governance, management,
23 and operations) in a timely manner.
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26   **Private Universities; Their Emergence and Encounters**
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28   Literature and experience show that public universities in developing
29 countries are not fulfilling their roles and are facing challenges in delivering
30 graduates capable of responding to, and meeting evolving national economic
31 and development needs, contributing to nation building, sustainable
32 development and wealth creation (Moran and Stevanovic, 2009; Baban2011a,
33 Baban 2011b, 2018b).
34   These developments have created a new reality with some urgent demands
35 and expectations of public universities. However, the public universities, in
36 most cases, due to their structure, stance and sizes could not respond to them
37 sufficiently. As a result, the private universities have emerged in Developing
38 countries as a direct response to (Olawore, and Ajayi, 2016, Sabandar et al.,
39 2018, Baban, 2018a);
40
41 1. 1. The increasing demand for higher education and the inability of the
42   public sector to accommodate all prospective students, hence the need
43   for the private sector to expand students' access to   higher education.
44 2. The need for developing skilled, efficient and competent manpower
45   which is seen as the essential factors for rapid economic growth

3. The need for an Education system that is able to adapt quickly to the demand for employment-oriented courses and subjects of study in terms of applied knowledge and practical skills.

Examining the rapid emergence of private universities, their multiplication at an exponential rate and the financial incentives for establishing them in developing countries will reveal a number of deviances from their originally intended path, objectives and functions. These in general include (Olawore, and Ajayi, 2016; Islam and Salma, 2016; Baban, 2018a):

1. The courses offered in private universities tend to reflect either a commercial consideration or religious orientation.
2. They tend to offer courses that require less investment in terms of infrastructure, equipment and physical development.
3. The academic profile of the students tends to be lower than that in the public universities. The increased demand for the competition for admission to public universities is very high. Therefore, those who are not admitted to public universities seek admission to private institutions.
4. The required manpower is not available to them so they operate with a limited number of academics that tends to be bottom heavy, they also depend on academic staff from local public universities for a part time job or those on sabbatical to meet their operational needs and to fulfill accreditation requirements.
5. Private universities have limited teaching and research facilities for staff development and research compared with the public universities. Furthermore, information materials in their libraries are few, and in general rely on open access materials online. Most of the lecturers have little or no time for research due to their excessive workloads and staff shortage.
6. The owners of some of the private universities expect commercial returns on their investments. Consequently, the cost recovery plans of private university owners tend to affect the quality of service rendered which in return will affect the quality of provided education.
7. Some private universities were established as commercial projects with a focus on profit maximization. They tend to be self-financing; and operate like an enterprise generating profit. Hence, tuition fees form the financial backbone of many private institutions. Therefore, the total income is determined by the number of students and the rate of tuition levied. Consequently, the planning process is focused on attracting the largest number of students, keeping the fees rather high in order to maximize profitability.
8. Private Universities offer opportunities to the children of the rich and deny the qualified candidates whose parents cannot afford the high fees charged. Hence, these universities contribute to worsening the social gap between the rich and the poor in society.

4

1   **A Path to Private University Relevance and Fitness for Purpose**
2

3   Private Universities are having difficulties in delivering their intended
4 objectives. The main challenges facing some private universities in developing
5 countries are mainly related to their governance and management strategic
6 objectives and intents which determine the relevance of the university in the
7 current context of the nation and society and the function of Governing Boards
8 that determines the strategic direction and ensure good governance and
9 management of the University. In addition to their Structure of the Academic
10 Administration which should be the "Form" that successfully delivers all
11 university required 'functions" (Olawore, and Ajayi, 2016; Baban 2017,
12 2018a). As a result, there is a real need for universities to evolve and become
13 relevant and effective through altering their governance, organization as well
14 as academic approaches and priorities in order to contribute effectively towards
15 national development and operate successfully in the context of developing
16 countries.
17

18 **University Governance and Management**
19

20   Effective governance and management in universities will guide and
21 contribute to the development of the university through strategic vision,
22 introducing and maintaining quality and relevance, evaluating performance,
23 accountability, equity and responsiveness. Furthermore, it will promote better
24 decision making, the efficient use of resources and a robust scrutiny, which
25 provides important pressures for improving university performance. It will also
26 improve management, leading to more effective implementation of the chosen
27 policies and interventions and ultimately better outcomes (Baban 2017, 2018).
28 These in turn will have a positive impact on the quality of education resulting
29 in better employment opportunities for their graduates (McCaffrey, 2994;
30 Sabandar et al., 2018).
31   Hence, effective governance is essential in aiding private universities to
32 align their mission and goals, improve quality and position themselves in the
33 current context characterised by nation building, sustainable development,
34 wealth creation, globalisation and Internationalisation (Garwe and Gwatidzo,
35 2015; Baban 2011b, 2018a, 2018b).
36   Literature shows success in carrying out governance and management
37 duties often depends upon being bound to some essential good governance
38 values and principles. These include; (Balderston, 1995; McCaffrey, 2004;
39 Baban, 2017, 2018a):
40

41 1) Informed Governance and Management- Any successful university
42   requires good governance and management knowledge regarding itself,
43   its purpose, its policies, governance structures, and its values and
44   culture. It also requires knowledge of the context in which the
45   institution operates and therefore, it is important to recognise the unique
46   nature and characteristics of the academic community, such as the need

1   to respect the academic mission of excellence in teaching and research,
2   and the importance of ensuring that academic freedom and
3   responsibility are respected. Informed governance also requires that
4   individuals undertake to familiarise themselves with the issues about
5   which they are asked to consider, to comment on and/or to make a
6   decision on.

2) Effective governance- Effectiveness is about developing governance capacity and capability for overseeing policy in a formative way that contributes to the development of the University and provides feedback with a view to improving governance process. Effective governance requires an understanding of and an appreciation for the roles of different Colleges, Faculties and Departments within the governance system and the roles of the individuals within those bodies to provide effective collaboration between them. Effective governance also requires appointing or electing individuals who are well-qualified and possess the necessary skills and leadership qualities to be effective members of the relevant management and decision-making bodies within the University.

3) Belief System and Values- The values and principles that the organisation believes in, how it will guide its actions and decision-making on a daily basis. In a values-led University, the values create a moral compass for the management, staff and students. This compass will guide decision-making and establishes a standard that actions can be assessed against. Hence, the organizational Belief System and Values for a University need to define the deeply held beliefs and principles of the Organizational culture. These core values are an internalised framework that is shared and acted on by management, staff, students and all relevant stakeholders. An effective way to describe, define and clarify the often-complicated issues is through having a University Code for ethics and Conduct which sets down a number of the University's minimum standards and obligations for its employees, as well as students and contractors engaged by the University and provides some working examples which illustrate the intention and scope of this Code.

4) Accountability and Inclusiveness - A university community is made up of students, staff, faculty, alumni, administers and managers. The University's activities in support of its mission are offered through the contributions of the members of the University community and in service to the broader community. Therefore, effective governance and management engages with various University constituencies in the governance process so that representative decisions are made to enable the University with achievement of its goals and vision for the future in a way that is consistent with its values and respectful of the diverse interests of its various internal and external constituents. An effective element for focusing minds and developing a collective vision is through developing graduate profiles for employable graduates

1   equipped with the needed specific discipline information as well as the
2   technical and people skills required by employers. Some educators have
3   promoted two essential components for graduate attributes. The first are
4   holistic and overarching standpoints: Scholarship, relating to academic
5   knowledge, competence and openness to inquiry; Global citizenship,
6   relating to societal responsibilities and obligations; Lifelong learning,
7   relating to the self as committed to continuous learning and reflection
8   and dealing with new problems and issues as they arise. The second
9   component has the following attributes: Research and inquiry;
10   Information literacy; Personal and intellectual autonomy; Ethical
11   commitment, socially and professionally; Communication skills and
12   commitment.
13   5) A Culture of Openness and Integrity- A University needs to be
14   committed to creating a culture of transparency, honesty, and integrity
15   by sharing appropriate information regarding its management and
16   governance so that its internal and external stakeholders know about
17   and understand institutional decisions that are made and the underlying
18   reasons for these decisions. This process requires the University to
19   strike a balance between the desire to be transparent about its operations
20   and its obligation to protect confidentiality necessary to the interests of
21   the institution and to be compliant with its legal obligations.
22
23 University Governing Boards
24   University's governing board is tasked with and authorized to ensure
25 the effectiveness and the efficiency of the University Governance and
26 Management. The board is responsible for strategic direction and university
27 performance to ensure relevance and the long-term sustainability of the
28 institution. It is envisaged that the board will lead and manage all university
29 issues based on effective governance values and principles. In terms of
30 academic decisions, the board need to take the advice and recommendations
31 of the university academic board which has expertise in issues such as
32 curriculum, course offerings, grading policies, degree requirements, faculty
33 qualifications and accreditation requirements. Clearly, the effectiveness of
34 this board is critical for universities' success. Research found that the
35 university should strive for a board composition that is diverse and that
36 accurately reflects the community it serves. As boards' effectives depend on
37 the members having diverse qualifications, experience, gender, personality and
38 opinion. The diversity creates a pool of expertise necessary for innovation. In
39 terms of the optimum size of the board to ensure the best performance, there is
40 lack of consensus by researchers. Lipton & Lorsch (1992), for example
41 recommend a board size of eight or nine whilst García Lara et al. (2007)
42 recommend that Board members should not exceed 15.
43   Evidently, the boards decisions need to be purposeful and clearly written
44 and communicated unambiguously. However, at times the boards decisions and
45 communications lack clarity and can cause confusion for the university
46 management and administration. This scenario tends to occur for two reasons.

First, the board's diversity at times can produce disharmony, hence, it needs to be managed through exercising group authority and collective wisdom to ensure harmony and board unity. Second, the varied and the broad nature of the board's duties and responsibilities, particularly in private universities, can be perplexing, hence, it is important, for the sake of clarity to define them decisively. Researchers have identified a number of university governing board duties and as follows (Garwe and Gwatidzo, 2015; Islam and Salma, 2016, Baban, 2018a):

1. Providing strategic direction in line with the mandate of the university and the national imperatives. In this respect the board is responsible for approving and reviewing strategic plans for the university as well as ensuring that budgets and resource allocation is adequately linked to the strategic plan.
2. Appointing senior management including the appointment of a qualified chairperson. This is a critical position, as roles and relationships change in university governance, a skilled chairperson creates trust between the board and managers. Hence, the candidates for board chair need excellent leadership, communication and interpersonal skills. Upholding the University charter; institutional performance evaluations, governing the university by approving policies and procedures for implementation of institutional goals as well as setting appropriate committees to deal with academic, developmental, administrative, public relations and research issues.
3. Ensuring good management by recruitment and selection of executive management (and making recommendations for their appointment). In addition to supervising and motivating university management, academic and non-academic staff and students.
4. Liaising with external agencies and acting as the interface between the university, government, industry, other stakeholders and development partners.
5. Establishing and maintaining quality standards of teaching, research and community service. Also approving the budget, supervising campus policies and investment strategies. In addition to approving the appointment of senior officers as well as some budget and finance issues.

University Strategic Objectives and Intent

University strategic objectives and Intent represents the essential university mission of education, research and community engagement. It underpins the academic units plans, and its guiding principles and objectives inform the university's policies, processes and procedures (Baban 2017, 2018a)

1 University Strategic Objectives

2   Private University Strategic objectives need be inspired by the fact that as
3 a relatively new entities in developing countries, they need to take steps
4 towards a future that guarantees long term growth and progress. Hence, their
5 objectives should set out a framework of obligations and priorities for
6 the University and its academic units.

7   Literature shows that effective universities tend to have a number of
8 Strategic objectives (Balderth, 1995; McCaffrey, 2004; Baban, 2017, 2018a)
9 including:

10

11 **1. Distinctive Teaching and Learning Experiences**
12 Provide effective teaching and learning environments and opportunities
13 sufficient to acquire subject matter knowledge and professional pedagogical
14 skills; develop professional capabilities to manage and monitor student
15 learning and progress; gain the proficiency to use conceptual frameworks, and
16 analytic tools to obtain, interpret and use student performance data for
17 individual and collaborative reflection on the effectiveness of professional
18 actions and results.

19

20 **2. Academic/Scholarship Integration**
21   Enable the organizational proximity, alignment and connectivity of
22 academic and research units; to foster the integration of the university
23 scholarship and academic curriculum and create the physical facilities and
24 informational and technological infrastructure essential to provide staff,
25 students, and practicing professional educators comprehensive access to
26 academic degree, professional licensure, continuing professional development,
27 community services, and outreach support to school/community partners.

28

29 **3. Creating a Learning Organisation**
30   Develop organisational culture, values and capacity to transform
31 information into valued knowledge used to adapt its actions, continuously
32 improve its performance and strategically compete for new opportunities.

33

34 **4. Enhancing Professionalism**
35   Elevate the dignity, respect and value accorded education; strengthen
36 professional accountability; enhance the use of evidence to improve
37 effectiveness of professional practice; and foster a culture of continuous
38 professional sharing, continuous advancement and recognition of
39 accomplishment.

40

41 **5. Building Community**
42   Develop and sustain an inclusive, distributed and networked professional
43 learning community committed to sharing and collaborating with on
44 campus/off-campus researchers and educators to reduce professional isolation
45 and increase access to other colleagues practice experience, expertise, research-
46 based practices, best practice performance results, and nurture a culture of

respect, values and norms that represent the diversity of individual identities and professional pluralism of beliefs.

University Strategic Intent

University strategic intent is a number of doctrines to support university governors, managers and academic staff with developing and driving University's strategic alignment and planning as well as articulating functions, purposes and objectives and as follows (Balderston, 1995; McCaffrey, 2004; Baban, 2017, 2018a);

i. To focus all energies on advancing the nation and the country, whilst striving to work for the benefit of humanity and the international community.
ii. To work with government, business, industry, and the community to create lasting intellectual, cultural, social, health, environmental and economic benefits for the country and beyond.
iii. To produce graduates with the expertise and intellectual curiosity required for the development of the country, the nation and all local communities.
iv. To conduct quality research and provide the knowledge and understanding needed to meet the challenges facing the region, the country and world-wide.
v. To embrace the communities, we serve and engage with them at all levels, sharing a sense of pride in the University's achievements.

University Academic Structure

University Academic Structure is the framework around which the University's academic duties and activities are organised and implemented. Hence, the structure represents the 'Form' by which the university will fulfill its Academic 'Functions' (Balderston, 1995; Islam and Salma, 2016, Baban 207, 2018a). Evidently, enhancing and improving the essential academic functions in private universities will require a structure that can efficiently deliver the necessary requirements in a timely manner. In this context, it is proposed to establish the following offices to best match university 'Form' (the structure) with university 'Functions' (academic governance, management, and operations) (Baban, 2017, 2018a):

i. Administration, Monitoring and Enhancement Office
This office functions as the engine of the university and provides administrative support and also serves as the focal point for information on all policy, strategic and operational decisions of the University. The mission of this Office is to provide excellent, cost effective administrative services to the University and to become a catalyst for excellence in administration across the region, at campus, faculty, and departmental levels in order to facilitate the achievement of the University's mission and strategic goals.

This Office ensures that:

- The appropriate systems and procedures are in place across the University for the admission, registration, examination and the general well-being of students;
- The processes relating to recruitment, allocation and employment of staff are responsive and efficient;
- The business of the University committees, through which governance takes effect, is properly conducted.

ii. The Office of Quality Assurance (QA)

The main responsibility of this Office is to provide administrative and substantive leadership, guidance and support for QA at all levels of the university, and to support the institutional and faculty accreditation processes and contents. These responsibilities are framed as follows:

- To formulate strategies, policies, systems, procedures and practices for the university's academic quality assurance and enhancement
- To promote and implement quality-related strategic developments within sustainable quality assurance and enhancement frameworks and procedures and in accordance with the university vision and strategic planning;
- To promote the culture of academic quality within the university
- To develop policies and guidelines on teaching evaluation, programme review and student learning assessment
- To monitor, review, audit, evaluate and continuously develop the university's quality together with its quality assurance and enhancement strategies, frameworks and procedures at all levels of the university, for the promotion of academic excellence in learning, teaching and research;
- To provide administrative and substantive support for quality assurance and enhancement at all levels of the university, and to support the institutional and course accreditation processes and contents for external organizations and agencies;
- To monitor, review, audit, evaluate and continuously develop institutional and course accreditation;
- To advise on program and course approval and development;
- To oversee the allocation of teaching development grants and organize teaching enhancement activities;
- To compile publications on learning and teaching enhancement.

iii. The Office of External relationships

This office is tasked with establishing strong relationships with outside constituencies and building broad understanding of the many ways in which the university contributes to the lives of all people locally, nationally and beyond. This office is responsible for establishing productive associations with

local, national and international universities and institutions. In addition to communications, governmental relations at the regional, national and international levels, and institutional advocacy.

iv. The Office of Internationalisation

This Office provides leadership and support for the University's efforts to internationalise the curriculum, facilities and the university campus in general. The office conducts its duties through working closely with senior officers, academic deans, and departments, along with a faculty/staff advisory board. The Office of Internationalisation is the clearinghouse for all agreements with international universities.

v. The Office of Planning and Development

This Office has University-wide primary responsibility for coordinating the preparation, implementation, monitoring and assessment of the University's Strategic Plan. It also coordinates efficiency studies and prepares productivity reports to inform operational and strategic planning efforts. As part of the University's development agenda, the Office functions in designing, monitoring and evaluating the University's major development plans and programmes whether academic, infrastructural or financial. This office works closely with senior staff in monitoring Strategic Plan related project development with multi-sectoral, regional and international agencies and also seeks to develop a productive relationship with these agencies.

2. There is a need for strategic plans with clear targets/deliverables, defined responsibilities and timelines.

3. The process should also focus on the programs offered; the resources and infrastructure made available to support students succeed in their program of study, the 'competence' of the teaching staff; and how the institution governs academic quality. Hence, the need to demonstrate that the programs taught include learning outcomes, content, learning experiences, assessment tasks, reference material/information sources compatible with contemporary practices and knowledge designed at the relevant qualification's framework level (e.g. Diploma, Bachelor or Masters). More specifically:

i. Ensuring students have available to them a comprehensive library (physical and/or e library) that contains the information and resources needed for them to be able to achieve the learning outcomes of the program.

ii. Investing in IT infrastructure systems, materials and equipment as well as learning spaces for students (and staff) to support student learning.

iii. Confirming that teaching staff are appropriately qualified to teach at the levels they are teaching, that they are current in their discipline, they engage in scholarly research and relevant professional development and demonstrate knowledge about adult learning methodologies.

iv. Showing how a well-functioning Board/committee is responsible for academic quality – a Board that drives and is accountable for program integrity, cohesion, performance, and compliance with academic policies. A Board that makes recommendations based on relevant, actual data that will lead to improvements in academic quality.

v. Committing to abide by signed contracts and agreements with staff in terms of salary, allowances, holiday entitlements and additional payments for extra teaching

4. Promoting continuous quality improvement through showing;

i. Evidence that they track performance against precise targets set out in the Strategic Plan.
ii. Evidence that they continuously and consistently collect, analyse and share performance achievements with relevant stakeholders.
iii. Evidence that the data is used to guide management decision-making improvements in academic policy, strategy, student profile, standards and academic integrity without significant opposition or derailment driven by pure profit making.
iv. Evidence of communication strategies across the institution, to continuously improve and advance achievement of goal activities.

Results and Discussion

Private Universities in developing countries are having difficulties with delivering their intended objectives to advance evolving national economic and development national needs. This situation is due to some deficits in their governance and management which are impacting on their relevance and ability to deliver in the context of developing countries. In some cases, the structure of the academic administration is also a contribution factor to the failure in delivery.

A way forward is to via establishing proficient governance and management teams capable of turning private universities into relevant and fit for purpose organizations within the context of developing countries. Hence, the need for strategic objectives and intents that are focused on generating the requisite knowledge to meet the requirements for a developing nation. Therefore, in practical terms they need to improve the quality through strategies that emphasize new approaches to teaching and learning and provide adequate learning materials and strong incentives to raise standards. Greater priority needs to be given to addressing student-centric challenges, such as job placement, a year in industry or sandwich courses to provide students with practical experiences that employers seek. Thus, making 'work ready' graduates and through the process, establishing effective linkages with the industry and the private sector.

1   Private universities also need to find solutions for their tendency to depend
2   heavily on part-time lecturers from public universities and very few regular
3   full-time lecturers. Additionally, the academic qualifications of teaching staff
4   tend to be lower than public universities, as private universities often employ
5   young graduates with Master degrees, hence, and the lack of experience and
6   research can be a factor affecting the quality of education in private
7   universities. This can be resolved through focusing less on the savings made on
8   expenditure from salaries (especially staff salaries) and to have the necessary
9   critical numbers of senior academics to ensure relevance and quality.

10   Furthermore, private universities are perceived as commercial projects and
11   tend charge exorbitant fees to the students for the purpose of future university
12   development and growth. Moreover, whilst planning, they need to focus more
13   on graduate profiles and deliver proper career counseling and job placement
14   programs. They should also pay attention to their libraries and provide
15   opportunities for academic staff development and research.

16   It should be mentioned that as private universities move into the future, a
17   number of factors, including the increased complexity of institutional
18   functions, changing student demographics, demands for entrepreneurial
19   behavior, technological innovations, and increases in external interest group
20   interventions will significantly challenge existing organizational structures and
21   processes. Hence, the need for being flexible and able to adapt quickly to the
22   demand for employment-oriented courses.

23   It also seems necessary to realise that university governance and
24   management are changing over time and might differ based on University
25   types, traditions and history. However, the primary responsibilities in general
26   can be summarised as (Karabel and Hasley, 1977; Oliver 2004; Balderth, 1995;
27   Baban, 2017):

28

29   1. Strategic Governance which includes managing the mission and
30   strategic direction of the university; maintaining that visions and goals
31   are translated into operative management systems; and monitoring the
32   implementation of the strategic plan.
33   2. Overall Management which includes overseeing and reviewing general
34   management performance; monitoring the academic activities and
35   performance of the university (this function is a sensitive area, but the
36   usual requirement of a direct reporting line from Academic Board is an
37   important way of ensuring that the governors and managers are kept
38   well informed about current issues, and able at least to ask probing
39   questions if troubling matters arise) and overseeing Financial and Risk
40   Management which includes approving the annual budget; approving
41   and monitoring systems of control and accountability; overseeing and
42   monitoring the assessment and management of risk; and ensuring
43   compliance with legal and government policy requirements.
44   3. External representation of the University when dealing with
45   governments, the private sector and alumni as well as overseas partners
46   and potential partners.

Conclusions

Universities can play a critical role in developing countries via improving the economy through focusing on innovation and entrepreneurship to develop some vital industries using academic research and technologies and in partnership with government and business.

The progress of a developing country and its economy is dependent on the proper management of the contemporary issues and the success of such issues mostly depends on the universities producing well trained, educated and market ready graduates that possess practical skills and ability to apply knowledge, have an entrepreneurial mindset, enabling them to start their own companies, innovate within multinational organisations. These needs have created a new reality with some urgent demands and expectations of public universities. However, the public universities, in most cases, could not meet these needs. As a result, private universities have emerged to fulfill the increasing demand for higher education and in the demand for employment-oriented courses. Though, unfortunately private universities have departed from their originally intended objectives. This is evident in the nature of courses offered and the required low-level investment to run them in terms of infrastructure, equipment and physical development. Additionally, the academic profile of the students tends to be low, the number of academics is low and the profile is bottom heavy, the facilities for staff development and research are lacking information materials in their libraries are wanting. Finally, the owners expect commercial returns and charge high fees, hence, contributing to worsening the social gap between the rich and the poor in society.

A path to private university relevance and fitness for purpose in developing countries through establishing an effective governing board that is capable of setting and implementing a strategic direction that is focused on generating the requisite knowledge to meet the requirements for a developing nation. Hence, highlighting the need for improving quality, policies should emphasize 'graduate profile' issues through new approaches to teaching and learning and provide adequate learning materials and strong incentives to raise standards. Greater priority needs to be given to programs and strategies to make the graduates 'work ready' such as addressing graduate profiles, job placement and training in the industry. Realising this objective will also require an innovative structure of the academic administration that can successfully deliver all university required functions on time.

Finally, the government needs to articulate the public-private role in higher education and to establish a clear understanding of the role of private universities in the context of developing countries through focusing on development and nation building. A more regulated private sector and a clearly-defined division of labour between public and private will help serve the long-term national interests in a more appropriate way

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