

Corporate Governance and Institutional Performance in Jordanian Schools with International Programs

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Abstract: This study aims to examine the effect of corporate governance on improving the institutional performance of Jordanian schools applying international programs. Following the descriptive analytical approach, the study sample included (66) schools applying international programs in Amman. The study used an electronic questionnaire to collect primary data from members of the administrative and teaching staff in the study sample schools, and due to the difficulty of limiting these individuals to a specific number, (500) questionnaires were distributed, to include the largest number of members of the study community. The study found that schools applying international programs in Jordan are interested in applying corporate governance to a high degree and the (strategic vision) dimension is one of the most important corporate governance dimensions. Further, there is a statistically significant effect of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) in improving the institutional performance in terms of its dimensions (institutional effectiveness, efficiency, relevance, and continuity) in schools applying international programs in Jordan. The study recommends the administrations of schools applying international programs in Jordan to prepare written rules and regulations that clarify the rights, responsibilities and work procedures for all its employees at each organizational level in the school, and to apply these rules with complete transparency for everyone without any discrimination.

Keywords: Corporate Governance, Institutional Performance, International Programs, Jordan, Schools.

1. Introduction

Corporate governance is one of the concepts that attracts the attention of various institutions as one of the significant administrative methods that emerged with the succession of challenges, financial and administrative problems, and risks in the institutions' work environment. It was a result of incorrect administrative practices such as exploiting powers and responsibilities and directing them for the benefits and interests of specific groups and inequality in dealing, which created a feeling among the parties of weak justice and integrity, lack of transparency and disclosure of administrative and financial practices, decision-making mechanisms by institutions' departments, low flow of information and data on the actual performance of institutions. This in turn caused weak oversight and accountability in evaluating the results of actual performance of these institutions, which caused crises to those institutions and their stakeholders. This in turn led to a decline in confidence in the administrative activities in those institutions. Accordingly, the institutions realized that good governance does not only help in avoiding the financial and administrative problems of the institution, but it also provides other advantages such as contributing to the promotion and the achievement of economic development and the promotion of social welfare [17].

The process of developing performance in institutions requires excellence, and setting plans and strategies that ensure continuity and proper development. In fact, institutions represent an important strategic choice in the economic development process, and the human component is one of the most significant resources on which the success and continuity of the institution depends. Performance determines the level of excellence and the efficiency of these institutions and determines the extent of their ability to continue to achieve their goals [4]. With this spread, corporate governance concept has shifted from corporations to schools and universities, and recently the governance of educational institutions has appeared due to the contribution of schools and universities in the majority of countries in the world to the improvement in numerous economic, social, political, health, administrative and other aspects. Further, it is an important part of the general community, as it has its mutual relationships with this community.

In [5] study, the authors believe that, in order for educational institutions to fulfill their educational mission and goals,

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and for all parties to be in front of their responsibilities, they must put in their priorities the concept of governance of educational institutions, as it is considered the administrative obligation directing the educational institution. Thus, educational institutions seek to apply the concept of corporate governance because of its role in improving the education efficiency and demonstrating the productive quality that reflects its competitive advantage, and because it is considered one of the modern organizational management methods that guarantee the enhancement of institutional performance and the continuity of its growth.

Schools in Jordan face many challenges and difficulties in the educational process, represented by the use of traditional administrative methods far from the concept of corporate governance. Which results in poor institutional performance. Many studies e.g. [3,5,7,19], have indicated that the concept of corporate governance must be applied in educational institutions, through the application of modern management methods that ensure raising the efficiency and productivity of the educational performance. The importance of the research stems from the significance of the variables studied, as corporate governance is one of the pillars of the twenty-first century to meet challenges and achieve economic, social, and educational stability, as well as performance is an important and fundamental concept for institutions in general but is almost a comprehensive phenomenon for all branches and fields of administrative knowledge. The scientific importance of the research lies in the investigation of the practical effect of corporate governance on performance in Jordanian schools applying international programs in 'Amman' in which approximately two hundred thousand male and female students' study in various grades and employs about twenty thousand workers (administrative and academic) and the total capital invested in this sector exceeds a billion Jordanian dinars. It is worth noting that, to the best of the researcher knowledge, this research is the first in Jordan to inspect the effect of corporate governance in improving the institutional performance of schools applying international programs in Jordan, specifically in Amman.

The rest of this research is structured as follows: Section 2 reviews the relevant previous literature and explains the research hypotheses. Section 3 introduces the design of our research. Section 4 shows the empirical results, and finally Section 5 concludes the research.

2. Literature Review and Hypotheses Development

2.1 Related Literature

2.1.1 Corporate Governance Studies

In [7] study, the authors identified the effect of leadership's adoption of governance as a mediating variable for the relationship between applying governance principles and advancing job performance. The findings of the study showed that there is a significant relationship between applying governance principles and advancing the job performance, and this leads the researchers to the existence of a significant statistical correlation between the application of principles of governance and improving the job performance of workers in the eastern neighborhood of Nasr City.

In [3] paper, the authors conducted a study aimed at identifying the degree of employing governance and its association with organizational excellence in the private universities in Jordan from faculty members' point of view. The research sample contained (280) faculty members. The descriptive survey method was employed, and two questionnaires were formed: the first one to compute the degree of employing governance in Jordanian private universities, and the second one to compute the organizational excellence level. The results of the study revealed that the degree of employing governance in Jordanian private universities in Amman is medium.

In [10] study, the authors examined the reality of applying governance at Jerash University from the point of view of faculty members. The study sample contained (120) faculty members from Jerash University. To collect data, a questionnaire was built as a tool for the study and consisted of three areas: transparency, participation and accountability. The study employed the analytical descriptive approach. [10] concluded that the degree of the applying corporate governance at Jerash University is medium. In addition, there are no statistically significant differences in the averages of the sample's estimates of the degree of governance application at Jerash University due to the taxonomic variables of the study, and in all domains except for the college variable.

In [6] study, the authors intended to investigate the extent of employing administrative governance in secondary schools located in Jerash from the teachers' point of view. The descriptive survey method was employed by developing a questionnaire. The results of the study indicated that the administrative governance application in secondary schools in Jerash is medium. The researchers advised the specialists in the Ministry of Education to perform effectively to advance the communication processes between school administrations and senior managers and encourage school managers and engage them in decisions related to the organization of their schools.

The study of [14] aimed to identify corporate governance factors affecting the financial performance of commercial banks listed on the Nairobi Stock Exchange in Kenya. In particular, it also aimed to find out the influences of the board size, the independence of the board, the level of education of the board members, gender diversity and the ethnic composition of the board members on the financial performance. The company performance was computed using the return on assets, the return on equity, and the net interest margin. The study was applied to (11) commercial banks listed on the Nairobi Stock Exchange in Kenya. Purposeful sampling was employed to gain a representative sample of the whole population. The questionnaires were distributed to the CEOs and senior management officials of the banks from which samples were taken. Accordingly, the research found that there is a statistically significant effect of the size of the board of directors, its gender diversity, independence, ethnic composition and the level of education on the financial performance of the listed commercial banks to a large degree.

The study of [12] examined the degree of applying corporate governance in education directorates in Jordan from the viewpoint of administrative leaders. The study employed the descriptive approach and developed a questionnaire of corporate governance. The study documents that there are statistically significant differences for the effect of gender, educational qualification and years of administrative experience. Further, there are no statistically significant differences for the effect of job title.

The study of [8], assessed the reality of employing governance principals (transparency, accountability, participation, justice, and organizational effectiveness) in government primary schools in Tabuk city from the point of view of leaders, agents, and teachers. It also aimed to reveal the presence of statistically significant differences between the averages of the responses of the study sample about the study axis are attributed to the variables (gender, nature of work). The study employed the descriptive survey method and a questionnaire. The study reached a set of results, most notably the reality of applying governance in governmental schools at the primary level in Tabuk city approached a large extent.

The study of [9] investigated the degree of utilizing governance in Palestinian secondary schools in from the point of view teachers. In order to collect data, a questionnaire was developed. The study found that there is a high degree of governance application in Palestinian secondary schools for all dimensions (empowerment, accountability, transparency, and justice).

The study of [13] aimed to examine the impact of training in school management and curriculum governance on the performance of head teachers in the management of public primary schools in the Greater Masaka district in Uganda. The study used the analytical descriptive method based on the survey. The findings of the study revealed that there is a deterioration in primary education standards in the region notwithstanding the government's attempts to advance the administrative performance of school heads, and that training in the field of school management and curriculum governance was weak. Further, it was found that training in school management and curriculum governance has significant positive effects on the performance of principal teachers in the management of public primary schools.

2.1.2 Institutional Performance Studies

The study of [1] aimed to investigate the extent of applying corporate governance at the University of Jordan from the academics' point of view. The study employed the descriptive analytical approach, a questionnaire was built as a tool for the study, and the study sample consisted of (184) academic faculty members. The findings of the study showed that the reality of the application of governance at the University of Jordan appeared to a moderate degree. In addition to the absence of statistically significant differences between the averages of the estimates of individuals, the sample is attributed to the variables of the study, and in all fields except for the field of college type. Further, the study found that there is a statistical significance between the scientific and humanities colleges and in favor of the humanities colleges.

The study of [17] explored how the agendas and governance of the school curricula are changing, as well as identifying recent changes in the overall agendas and governance mechanisms related to the curriculum and the education sector. The study was conducted in Australia and used the analytical approach. The results of the study concluded that there is some renewed interest on the part of many national governments in the role of the school in facing global developments, and the need to reform historical curricula that call for citizenship. The results also showed that the past decade witnessed greater interest in education and curricula in national policy, the creation of a new national body known as ACARA in Australia, with the capacity to govern, assess and assess curricula, a new domestic testing program, and the creation of a new website "My School" that makes comparative demographic data publicly available, performance data, and student outcomes.

The study of [15] examined the impact of corporate governance on the institutional performance in Jordanian

industrial companies. Their results showed a positive effect of the principle of assuring an effective governance framework, the principle of protecting shareholders' rights, the principle of the role of stakeholders, the principle of responsibilities of the board of directors, and the principle of disclosure and transparency on institutional performance, which is financial feasibility, growth, efficiency, effectiveness, and risk reduction in Jordanian industrial firms. Moreover, good corporate governance works to improve the efficiency and the effectiveness of the company and to reduce its risk.

What distinguishes the current research from previous research is the novelty of this study, as it is the first study in Jordan that dealt with the investigation of the effect of corporate governance on improving the institutional performance of Jordanian schools applying international programs.

2.2 Hypotheses Development

Based on the previous literature, in order to explore the effect of corporate governance on improving the institutional performance (institutional effectiveness, efficiency, relevance, and continuity) in Jordanian schools applying international programs, the first main hypothesis was formulated as follows:

H01: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on improving the institutional performance in terms of its dimensions (institutional effectiveness, efficiency, relevance, and continuity) in schools applying international programs in Jordan.

Then, the first main hypothesis was divided into four sub-hypotheses, as follows:

H01-1: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equivalence, and strategic vision) on the effectiveness of schools applying international programs in Jordan.

H01-2: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the efficiency of schools applying international programs in Jordan.

H01-3: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the relevance of schools applying international programs in Jordan.

H01-4: There is no statistically significant effect at the level of significance ($0.05 \geq \alpha$) of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the continuity of schools applying international programs in Jordan.

3. Data and Methodology

3.1 Sample and Data

The study population consists of Jordanian schools applying international programs based on Amman, which numbered (79) schools according to the report issued by the Department of Private Education in the Jordanian Ministry of Education. To determine the study sample, Morgan's law was used, according to the statistical tables of [16], at an error level of estimation (0.05) and a level of confidence (0.95), where the number of the study sample was (66) schools [16]. Our data was collected using a questionnaire that was developed specifically for the purposes of this study. The questionnaire was evaluated by four arbitrators to take their opinions on the suitability of the details of this questionnaire and its suitability for the variables and hypotheses. The study targeted members of the administrative and teaching staff in Jordanian schools applying international programs in Amman who fall within the following job titles: (principal, assistant principal, teacher, and educational supervisor). Due to the difficulty of limiting these individuals to a specific number, this community was considered unlimited, and according to [16], a sample size of (384) observations is considered the minimum representative sample for such a community, but the researcher distributed (500) A questionnaire, to include the largest number of members of the study community. In order to analyze the data, SPSS statistical package was used.

3.2 Model Specification

The study model consists of two variables, namely: the independent variable (corporate governance) which was measured based on previous studies by the following dimensions: rule of law, justice, transparency, accountability,

equality, and strategic vision. The dependent variable (improving the institutional performance) which was measured based on previous studies by the following dimensions: institutional effectiveness, efficiency, relevance, and continuity.

$$\text{Improving the institutional performance} = f(\text{corporate governance})$$

4. Results and Discussions

4.1 Descriptive Statistics

This section expresses the answers of the study sample about the reality of applying corporate governance in Jordanian schools applying international programs. The corporate governance variable was measured through (6) dimensions, namely: the rule of law, justice, transparency, accountability, equality, and strategic vision. The following table presents the means, standard deviations, order, and the level of relative importance of the corporate governance variable and its dimensions in Jordanian schools applying international programs, as follows:

Table 1: Descriptive Statistics

Number	Dimension	Mean	Standard Deviation	Order	Relative Importance
1	Rule of law	4.102	0.739	2	High
2	Justice	3.776	0.765	6	High
3	Transparency	3.956	0.729	3	High
4	Accountability	3.918	0.748	4	High
5	Equality	3.821	0.781	5	High
6	Strategic vision	4.142	0.693	1	High
	Corporate Governance	3.952	0.614		High

As shown in the above table, there is a high level of interest in applying corporate governance in schools applying international programs in Jordan, as the general mean value is (3.952) and the standard deviation is (0.614). The mean value for the dimensions of corporate governance ranged between (3.776-4.142), with a high relative importance for all dimensions, and the standard deviation values ranged between (0.693-0.781), and this confirms the high level of interest in applying corporate governance. Strategic vision ranked first with an average of (4.142) and a standard deviation of (0.693), followed by the rule of law in the second place with an average of (4.102) and a standard deviation of (0.739). Then Transparency in the third place with an average of (3.956) and a standard deviation of (0.729). Accountability came fourth with an average of (3.918) and a standard deviation of (0.748). Equality came in the fifth place with an average of (3.821) and a standard deviation of (0.781), while justice came in the sixth and the last place, with an average of (3.776) and a standard deviation of (0.765).

To sum up, schools applying international programs in Jordan are interested in applying corporate governance to a high degree, as the mean was (3.952), and it was found that the (strategic vision) dimension is one of the most important dimensions that these schools attach to, followed by (rule of law), followed by (transparency), then (accountability), then (equality), and finally (justice), noting that all dimensions appeared with high relative importance. The researcher believes that this denotes the interest of schools applying international programs in Jordan in applying legislation, policies, organizational structures, controls and procedures that ensure the application of integrity, transparency, accountability, oversight and justice in managing and directing their operations to achieve their goals and reach efficiency and effectiveness in their performance. This result was consistent with the result (Atwi, 2018) study, which concluded that the reality of applying the principles of governance in government schools for the primary stage in Tabuk city from the point of view of (leaders, agents and teachers) came to a large extent. Also, it agreed with the result of Garuaty et al., (2016) study, which concluded that there is a high degree of governance practice in secondary schools in Palestine on all dimensions (empowerment, accountability, transparency, and justice).

However, our result differs from that of [3] study, which concluded that the degree of application of governance in Jordanian private universities in Amman is medium. Also, it differs from [10] study, which concluded that the reality of applying governance at Jerash University is average. Moreover, it differs from the result of the study [6], which concluded that the degree of application of administrative governance in Jerash secondary schools was medium. Moreover, this result also differs from [1] study, which found that applying governance at the University of Jordan appeared to be moderate. Besides, it differs from [12] study, which found that the degree of corporate governance practice in the directorates of education in Jordan came to a medium degree.

4.2 Multivariate Analysis

4.2.1 Results of Testing the First Main Hypothesis

In order to test this hypothesis, we employed the Multiple Linear Regression Analysis, and the results appeared as follows:

Table 2: Model summary for the First Main Hypothesis

Model summary				Standard error
Dependent Variable	R	R ²	Adj-R ²	
Improving the Institutional Performance	0.875	0.765	0.762	0.310

As shown in Table (2), there is a strong positive correlation between corporate governance and improving the institutional performance. That is, the correlation coefficient is 0.875, and the R² is 0.765, which suggests that corporate governance explained a percentage of 76.5 % of the change in the improvement of institutional performance, and 23.5% is related to other factors. The value of the adjusted R square is (0.762), and the difference between it and the R² is quite small (0.003), which denotes the competence of the variables used in the model to expect the institutional performance improvement variable.

Table 3: Analysis of Variance for the First Main Hypothesis

ANOVA					
	Sum of Squares	DF	Mean Square	F-value	(Sig F*)
Regression	135.474	6	22.579	234.841	0.000
Residual	41.535	432	0.096		
Total	177.009	438			

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (3) shows that our model is significant, as the F value was (234.841) and the significance level was (0.000). This implies that there is a statistically significant impact of corporate governance in improving the institutional performance at the significance level ($\alpha \leq 0.05$), and at 6 degrees of freedom. Hence, the first main null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: "There is a statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on improving the institutional performance in terms of its dimensions (institutional effectiveness, efficiency, relevance, and continuity) in schools applying international programs in Jordan".

Table 4: Regression Coefficients for The First Main Hypothesis

Regression Coefficients					
Corporate Governance	B	Standard error	Beta	t-statistic	(Sig T*)
Constant	0.336	0.100		3.350	0.001
Rule of law	0.078	0.029	0.091	2.671	0.008
Justice	0.082	0.028	0.099	2.954	0.003
Transparency	0.089	0.036	0.102	2.482	0.013
Accountability	0.216	0.033	0.254	6.626	0.000
Equality	0.139	0.033	0.171	4.257	0.000
Strategic vision	0.293	0.034	0.320	8.587	0.000

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (4) exhibits the regression coefficients for corporate governance dimensions. The B value for the rule of law dimension amounted to (0.078), which implies that an increase in the rule of law by one unit causes an increase in improving the institutional performance by (7.8) % units. The value of T at this dimension was (2.671) and the significance level (0.008), which denotes a positive significant effect of the rule of law in improving institutional performance. As shown in the table, the B value for the justice dimension was (0.082), which suggests that an increase in justice by one unit causes an increase in improving institutional performance by (8.2%) units. The value of T for this dimension was (2.954) and the significance level (0.003), which implies that there is a significant positive effect of justice on improving institutional performance.

As shown in the table, the B value for the transparency dimension was (0.089). This denotes that an increase in transparency by one unit causes an increase in improving institutional performance by (8.9%) units. The value of T for this dimension was (2.482) and the significance level (0.013), which denotes that there is a significant positive effect of transparency on improving institutional performance. It also can be seen from the table that the B value for the

accountability dimension was (0.216), which implies that an increase in accountability by one unit causes an increase in improving institutional performance by (21.6%) units. The value of T for this dimension was (6.626) and the significance level is (0.000), which suggests a positive significant impact of accountability on improving institutional performance. It is also can be seen from the table that the B value for the equality dimension was (0.139), which denotes that an increase in equality by one unit causes an increase in improving the institutional performance by (13.9%) units. The value of T for this dimension was (4.257) and the significance level (0.000), which implies that there is a significant positive effect of equality on improving institutional performance. It also can be seen from the table that the B value for the strategic vision dimension amounted to (0.293), which implies that an increase in the strategic vision by one unit causes an increase in improving the institutional performance by (29.3%) units. The value of T for this dimension was (8.587) and the significance level (0.000), which implies that there is a significant positive effect of the strategic vision in improving the institutional performance.

To sum up, the results of testing the first main hypothesis showed that there is a statistically significant effect of corporate governance on improving the institutional performance in schools applying international programs in Jordan, where the significant effect appeared on all dimensions. It was also found that the strategic vision dimension is more important and influential in improving institutional performance. The researcher believes that the existence of this effect suggests the important and positive role played by corporate governance in improving and upgrading the institutional performance and demonstrating quality in the work and productivity of the educational institution. One of the rules and standards that control work, work to improve output in a way that achieves the goals of the school, and increases its ability to achieve quality and compete efficiently and competently. This result was consistent with the result of the study [7], which found that there is a direct relationship between applying the principles of governance and improving job performance. This result is also consistent with the result of the study [13], which concluded that curriculum governance has significant positive effects on the performance of principal teachers in the management of public primary schools.

4.2.2 Results of Testing the First sub-hypothesis

In order to test this hypothesis, we employed the Multiple Linear Regression Analysis, and the results appeared as follows:

Table 6: Model summary for the First Sub-hypothesis

Model summary				Standard error
Dependent Variable	R	R ²	Adj-R ²	
Improving the Institutional Performance	0.749	0.561	0.555	0.473

As shown in Table (5) there is a positive and strong correlation between corporate governance and the effectiveness of the organization, as the value of the correlation coefficient was (R = 0.749), and the value of R² is 0.561, and this suggests that corporate governance explained (56.1%) of the change in the effectiveness of the institution, and the (43.9%) is assigned to other factors. As for the adjusted R² (0.555), and the difference between it and the R² is quite small (0.006), which suggests the competence of the variables used in the model to predict the institution's effectiveness variable.

Table 6: Analysis of Variance for the First Sub-hypothesis

ANOVA					
	Sum of Squares	DF	Mean Square	F-value	(Sig F*)
Regression	123.342	6	20.577	91.898	0.000
Residual	96.635	432	0.224		
Total	219.977	438			

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (6) exhibits that our model is significant, as the F value was (91.898) and the significance level was (0.000). This implies that there is a statistically significant effect of corporate governance on the organization's effectiveness at the significance level ($\alpha \leq 0.05$), and at 6 degrees of freedom. Thus, the first sub-null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: "There is a statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the institution's effectiveness in schools applying international programs in Jordan".

Table 7: Regression Coefficients for The First Sub-Hypothesis

Regression Coefficients					
Corporate Governance	B	Standard error	Beta	t-statistic	(Sig T*)

Constant	0.621	0.153		4.055	0.000
Rule of law	0.157	0.045	0.164	3.507	0.001
Justice	0.050	0.043	0.054	1.173	0.241
Transparency	0.008	0.055	0.008	0.138	0.890
Accountability	0.235	0.050	0.248	4.729	0.000
Equality	0.029	0.050	0.032	0.580	0.562
Strategic vision	0.399	0.052	0.391	7.666	0.000

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (7) exhibits the regression coefficients for the dimensions of corporate governance, where it is found that the B value for the rule of law dimension amounted to (0.157), and it implies that an increase in the rule of law by one unit causes an increase in the effectiveness of the institution by (15.7%) unit. The value of T for this dimension was (3.507) and the significance level of (0.001), which signifies a positive significant effect of the rule of law on the effectiveness of the institution. As shown in the table, the B value for the justice dimension was (0.050), which denotes that an increase in justice by one unit causes an increase in the effectiveness of the institution by (5.0%) units. The value of T for this dimension was (1.173) and the significance level is (0.241), which is greater than 0.05, which implies that there is no significant effect of justice on the effectiveness of the institution. As shown in the table, the B value for the transparency dimension was (0.008), which suggests that an increase in the transparency by one unit causes an increase in the effectiveness of the institution by (0.8%) units. The value of T for this dimension was (0.138) and the significance level (0.890), which is greater than 0.05, which suggests that there is no significant effect of transparency on the effectiveness of the institution.

It also can be seen from the table that the B value for the accountability dimension was (0.235), which denotes that an increase in accountability by one unit causes an increase in the effectiveness of the organization by (23.5%) units. The value of T for this dimension was (4.729) and the significance level is (0.000), which implies a positive significant effect of accountability on the effectiveness of the institution. It is also clear from the table that the B value for the equality dimension was (0.029), which implies that an increase in equality by one unit causes an increase in the effectiveness of the institution by (2.9%) units. The value of T for this dimension was (0.580) and the significance level (0.562), which is greater than 0.05, which suggests that there is no significant effect of equivalence in the effectiveness of the institution. It is also clear from the table that the B value at the strategic vision dimension was (0.399), which suggests that an increase in the strategic vision by one unit causes an increase in the effectiveness of the organization by (39.9%) units. The value of T for this dimension was (7.666) and the significance level (0.000), which implies that there is a significant positive impact of the strategic vision on the effectiveness of the institution.

To sum up, the results of testing the first sub-hypothesis showed that there is a statistically significant effect of corporate governance on the effectiveness of schools applying international programs in Jordan, where the significant effect appeared in each of (the rule of law, accountability, and strategic flexibility), while it did not appear in each of the (justice, transparency, and equality), and this does not negate the importance of these dimensions in the effectiveness of the institution, but rather shows that the rest of the dimensions are more important and influential. The researcher believes that the existence of this effect may be due to the mechanisms and arrangements included in corporate governance that support and assist in directing, managing and monitoring the activities and operations of the educational institution in order to achieve the specified goals. Effective performance and achievement of goals, and thus the effectiveness of the institution. This result was consistent with the result of the study [15], which concluded that good corporate governance works to improve the effectiveness of the facility.

4.2.3 Results of Testing the Second Sub-hypothesis

In order to test this hypothesis, Multiple Linear Regression Analysis was employed, and the results appeared as follows:

Table 8: Model summary for the Second Sub-hypothesis

Model summary				Standard error
Dependent Variable	R	R ²	Adj-R ²	
Improving the Institutional Performance	0.791	0.626	0.620	0.492

It can be seen from Table (8) that there is a positive and strong correlation between corporate governance and the efficiency of the organization, as the value of the correlation coefficient was ($R = 0.791$), and the R^2 was 0.626, and this implies that the corporate governance accounted for (62.6%) of the change in the efficiency of the institution, and that its value (37.4%) is assigned to other factors. As for the value of the adjusted R^2 (0.620), and the difference between it and the R^2 was (0.006) was quite small, which implies the competence of the variables used in the model to predict the institution's efficiency variable.

Table 9: Analysis of Variance for the Second Sub-hypothesis

ANOVA					
	Sum of Squares	DF	Mean Square	F-value	(Sig F*)
Regression	175.011	6	29.169	120.302	0.000
Residual	104.743	432	0.242		
Total	279.754	438			

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (9) shows that our model is significant, as the calculated F value was (120.302) and the significance level was (0.000). This implies that there is a statistically significant effect of corporate governance on the organization's efficiency at the significance level ($\alpha \leq 0.05$), and at 6 degrees of freedom. Hence, the second sub-null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: "There is a statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the efficiency of schools applying international programs in Jordan".

Table 10: Regression Coefficients for The Second Sub-Hypothesis

Regression Coefficients					
Corporate Governance	B	Standard error	Beta	t-statistic	(Sig T*)
Constant	0.056	0.159		0.353	0.724
Rule of law	0.038	0.047	0.035	0.809	0.419
Justice	0.076	0.044	0.073	1.713	0.087
Transparency	0.147	0.057	0.134	2.578	0.010
Accountability	0.292	0.052	0.273	5.646	0.000
Equality	0.172	0.052	0.168	3.324	0.001
Strategic vision	0.278	0.054	0.241	5.127	0.000

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (10) shows the regression coefficients values for the dimensions of corporate governance, where it is found that the B value for the rule of law dimension amounted to (0.038), and it denotes that an increase in the rule of law by one unit causes an increase in the efficiency of the institution by (3.8%) unit. The value of T for this dimension was (0.809) and the significance level (0.419), which is greater than 0.05, which implies that there is no significant effect of the rule of law on the efficiency of the institution. As shown in the table, the B value for the justice dimension was (0.076), which denotes that an increase in justice by one unit causes an increase in the institution's efficiency by (7.6%) units. The value of T for this dimension was (1.713) and the significance level (0.087), which is greater than 0.05, which suggests that there is no significant effect of justice on the efficiency of the institution.

As shown in the table, the B value for the transparency dimension was (0.147), which implies that an increase in transparency by one unit causes an increase in the efficiency of the institution by (14.7%) units. The value of T for this dimension was (2.578) and the significance level is (0.010), which suggests that there is a significant positive impact of transparency on the efficiency of the institution. It also can be seen from the table that the B value for the accountability dimension was (0.292), which denotes that an increase in accountability by one unit causes an increase in the efficiency of the organization by (29.2%) units. The value of T for this dimension was (5.646) and the significance level (0.000), which signifies a positive significant effect of accountability on the efficiency of the institution. It is also clear from the table that the B value for the equality dimension was (0.172), which implies that an increase in equality by one unit causes an increase in the efficiency of the institution by (17.2%) units. The value of T for this dimension was (3.324) and the significance level (0.001), which implies a positive significant effect of equivalence on the efficiency of the institution. It also can be seen from the table that the B value for the strategic vision dimension was (0.278), which suggests that an increase in the strategic vision by one unit causes an increase in the efficiency of the organization by (27.8%) units. The value of T for this dimension was (5.127) and the significance level (0.000), which implies that there is a significant positive effect of the strategic vision on the efficiency of the institution.

To sum up, the results of testing the second sub-hypothesis showed that there is a statistically significant effect of corporate governance on the efficiency of schools applying international programs in Jordan. Where the significant effect appeared in each of (transparency, accountability, parity, and strategic flexibility), while it did not appear in each of (the rule of law and justice), and this does not negate the importance of these two dimensions in the efficiency of the institution, but rather shows that the rest of the dimensions are more important and influential. The researcher believes that the presence of this effect implies the importance achieved by the application of corporate governance in raising the efficiency of the educational institution, enhancing its performance through the optimal use of resources and reducing costs, and preparing the organizational framework through which goals and methods of achieving them can be defined.

This result was consistent with the result of the study [15], which concluded that good corporate governance works to improve the efficiency of the organization.

4.2.4 Results of Testing the Third Sub-hypothesis

In order to test this hypothesis, we employed the Multiple Linear Regression Analysis, and the results appeared as follows:

Table 11: Model summary for the Third Sub-hypothesis

Model summary				Standard Error
Dependent Variable	R	R ²	Adj-R ²	
Improving the Institutional Performance	0.753	0.567	0.561	0.504

As shown in Table (11), there is a positive and strong correlation between corporate governance and adequacy, as the value of the correlation coefficient was ($R = 0.753$), and the R^2 was 0.567, and this denotes that corporate governance explained a rate of (56.7%) of the change in suitability, and that its value (43.3%) is assigned to other factors. As for the adjusted R^2 was (0.561), and the difference between it and the R^2 was (0.006) was quite small, which suggests the competence of variables used in the model to predict the suitability variable.

Table 12: Analysis of Variance for the Third Sub-hypothesis

ANOVA					
	Sum of Squares	DF	Mean Square	F-value	(Sig F*)
Regression	143.667	6	23.945	94.295	0.000
Residual	109.699	432	0.254		
Total	253.367	438			

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (12) shows that our model is significant, as the calculated F value was (94.295) and the significance level was (0.000). Hence, the third sub-null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: "There is a statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the relevance of schools applying international programs in Jordan".

Table 13: Regression Coefficients for The Third Sub-Hypothesis

Regression Coefficients					
Corporate Governance	B	Standard error	Beta	t-statistic	(Sig T*)
Constant	0.224	0.163		1.375	0.170
Rule of law	0.089	0.048	0.086	1.866	0.063
Justice	0.037	0.045	0.037	0.808	0.420
Transparency	0.175	0.058	0.168	3.004	0.003
Accountability	0.201	0.053	0.198	3.804	0.000
Equality	0.203	0.053	0.209	3.828	0.000
Strategic vision	0.204	0.056	0.185	3.666	0.000

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (13) exhibits the regression coefficients for corporate governance dimensions. The B value for the rule of law dimension amounted to (0.089), and this signifies that an increase in the rule of law by one unit causes an increase in suitability by (8.9%) unit. The value of T for this dimension was (1.866) and the level of significance was (0.063), which is greater than 0.05, which denotes that there is no significant effect of the rule of law on relevance. As shown in the table, the B value for the justice dimension was (0.037), which implies that an increase in justice by one unit causes an increase in suitability by (3.7%) units. The value of T at this dimension was (0.808) at the significance level (0.420), which is greater than 0.05, indicating that there is no significant effect of fairness in the fit.

As shown in the table, the B value for the transparency dimension was (0.175), which signifies that an increase in transparency by one unit causes an increase in suitability by (17.5%) units. The value of T for this dimension was (3.004) and the significance level (0.003), which implies a positive significant effect of transparency in the fit. It also can be seen from the table that the B value for the accountability dimension was (0.201), which suggests that an increase in accountability by one unit causes an increase in suitability by (20.1%) units. The value of T for this dimension was (3.804) and the significance level (0.000), which suggests a positive significant effect of accountability on relevance. It can be seen from the table that the B value for the equality dimension was (0.203), which implies that

an increase in equivalence by one unit causes an increase in suitability by (20.3%) units, and the value of T for this dimension was (3.828). At the significance level (0.000), which denotes a positive significant effect of equivalence in relevance. It is also clear from the table that the B value for the strategic vision dimension amounted to (0.204), which implies that an increase in the strategic vision by one unit causes an increase in suitability by (20.4%) units. The value of T for this dimension was (3.666) and the significance level is (0.000), which suggests a positive significant effect of the strategic vision on relevance.

To sum up, the results of testing the third sub-hypothesis showed that there is a statistically significant effect of corporate governance on relevance in Jordanian schools applying international programs, where the significant effect appeared in each of (transparency, accountability, equality, and strategic vision), while it did not appear in each of the (rule of law and justice), and this does not negate the importance of these two dimensions in relevance, but rather shows that the rest of the dimensions are more important and influential. The researcher believes that the existence of this effect may be due to the principles and values on which corporate governance is based, which include strengthening the capabilities of employees to present ideas and turn them into actions that achieve specific goals, formulating goals in a motivating way, continuous monitoring of work, providing information and making it available to stakeholders in a timely manner, and defining roles responsibilities and follow-up, which reflects positively on the relevance of institutional performance.

4.2.5 Results of Testing the Fourth Sub-hypothesis

In order to test this hypothesis, we employed the Multiple Linear Regression Analysis, and the results appeared as follows:

Table 14: Model summary for the fourth sub-hypothesis

Model summary				Standard error
Dependent Variable	R	R ²	Adj-R ²	
Improving the Institutional Performance	0.626	0.392	0.384	0.633

As shown in Table (14) there is a positive and strong correlation between corporate governance and continuity, as the value of the correlation coefficient was (R = 0.626), and the R² = 0.392, and this denotes that corporate governance accounted for (39.2%) of the change in continuity, and that its value (60.8%) is due to other factors. As for the value of the adjusted R² was (0.384), and the difference between it and the R² was quite small (0.008), which implies the competence of the variables of the model to predict the continuity variable.

Table 15: Analysis of Variance for the Fourth Sub-hypothesis

ANOVA					
	Sum of Squares	DF	Mean Square	F-value	(Sig F*)
Regression	111.515	6	18.586	46.434	0.000
Residual	172.913	432	0.400		
Total	284.428	438			

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (15) exhibits that our model is significant, as the F value was (46.434) and the significance level was (0.000). This suggests that there is a statistically significant effect of corporate governance on continuity at the significance level ($\alpha \leq 0.05$), and when 6 degrees of freedom. Thus, the fourth sub-null hypothesis is rejected, and the alternative hypothesis is accepted, which states that: “There is a statistically significant effect at the level of significance ($0.05 \geq \alpha$) for corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) on the continuity of schools applying international programs in Jordan”.

Table 16: Regression Coefficients for The Fourth Sub-Hypothesis

Regression Coefficients					
Corporate Governance	B	Standard error	Beta	t-statistic	(Sig T*)
Constant	0.556	0.205		2.715	0.007
Rule of law	0.030	0.060	0.027	0.498	0.619
Justice	0.167	0.057	0.159	2.937	0.003
Transparency	0.042	0.073	0.038	0.570	0.569
Accountability	0.135	0.066	0.125	2.030	0.043
Equality	0.152	0.067	0.147	2.276	0.023
Strategic vision	0.292	0.070	0.251	4.193	0.000

*The effect is statistically significant at the significance level ($\alpha \leq 0.05$).

Table (16) exhibits the regression coefficients for corporate governance dimensions, where it is found that the B value for the rule of law dimension has reached (0.030), and it implies that an increase in the rule of law by one unit causes an increase in continuity by (3.0%) unit. The value of T for this dimension was (0.498) and the significance level (0.619), which is greater than 0.05, which denotes that there is no significant effect of the rule of law on continuity. As shown in the table, the B value for the justice dimension was (0.167), which implies that an increase in justice by one unit causes an increase in continuity by (16.7%) units. The value of T for this dimension was (2.937) and the significance level (0.003), indicating that there is a significant positive effect of fairness on continuity. As shown in the table, the B value for the transparency dimension was (0.042), which suggests that an increase in transparency by one unit causes an increase in continuity by (4.2%) units. The value of T for this dimension was (0.570) and the significance level (0.569), which is greater than 0.05, indicating that there is no significant effect of transparency on continuity. It also can be seen from the table that the B value for the accountability dimension was (0.135), which implies that an increase in accountability by one unit causes an increase in continuity by (13.5%) units. The value of T for this dimension was (2.030) and the significance level (0.043), which implies a positive significant effect of accountability on continuity.

It also can be seen from the table that the B value for the relevance dimension was (0.152), which signifies that an increase in equivalence by one unit causes an increase in continuity by (15.2%) units. The value of T for this dimension was (2.276) and the significance level (0.023), which implies a positive significant effect of equivalence in continuity. It also can be seen from the table that the B value for the strategic vision dimension was (0.292), which means that an increase in the strategic vision by one unit causes an increase in continuity by (29.2%) units. The value of T for this dimension was (4.193) and the significance level (.000), which suggests a positive significant effect of the strategic vision on continuity.

To sum up, the findings of testing the fourth sub-hypothesis showed that there is a statistically significant effect of corporate governance on continuity in Jordanian schools applying international programs, where the significant effect appeared in each of (justice, accountability, equality, and strategic vision), while it did not appear in each of the (the rule of law and transparency), and this does not negate the importance of these two dimensions in continuity, but rather shows that the rest of the dimensions are more important and influential. The researcher believes that the presence of this effect implies the importance of corporate governance as one of the organizational methods that ensure the continuity and growth of the educational institution, as it represents a tool for controlling the educational institution and preserving its resources and property, and an effective means of monitoring the performance of its departments to ensure its continuity and progress.

5. Conclusion

This study inspected the effect of corporate governance on improving the institutional performance of Jordanian schools applying international programs. Following the descriptive analytical approach, the study sample included (66) schools applying to international programs in Amman. The study found that schools applying international programs in Jordan are interested in applying corporate governance to a high degree and the strategic vision dimension is one of the most important corporate governance dimensions. Further, there is a statistically significant effect of corporate governance in terms of its dimensions (rule of law, justice, transparency, accountability, equality, and strategic vision) in improving the institutional performance in terms of its dimensions (institutional effectiveness, efficiency, relevance, and continuity) in Jordanian schools applying international programs. The research concluded that there is a statistically significant effect of corporate governance in terms of its dimensions in improving institutional performance in terms of its dimensions in schools that apply international programs in Jordan. Our results are limited to Jordanian schools applying international programs in Amman. Future researchers are recommended to do similar studies in different countries and cities in order to get new perspectives.

Recommendation

The study recommends the administrations of Jordanian schools applying international programs to prepare written rules and regulations that clarify the rights, responsibilities and work procedures for all its employees at each organizational level in the school, and to apply these rules with complete transparency for everyone without any discrimination.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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