

ADVANCEMENT OF RANKING SYSTEM IN JORDANIAN UNIVERSITIES CONSIDERING THE MANAGEMENT DEPARTMENTS' THEORETICAL FRAMEWORK

Ahmad F. Alheet, Al-Ahliyya Amman University
Ahmad Y. Areiqat, Al-Ahliyya Amman University
Ahmad Al Adwan, Al-Ahliyya Amman University
Ahmad M. Zamil, Prince Sattam bin Abdulaziz University
May Mousa Ahmad, Al-Ahliyya Amman University

ABSTRACT

Various experts and affiliations have invested energy into building up a positioning structure by concentrating on different guidelines and following various techniques. These positioning structures produce different situations for a comparative foundation due to methodological differentiations that come from the determination of markers, loads, information combination, and examination. Thusly, this examination investigates determined and methodological differentiation in school positioning structures and spotlights on the condition in the Hashemite Kingdom of Jordan.

The writing review shows that there is a greater than foreseen prerequisite for a public positioning system for Jordan to perceive the circumstance of a specific school diverged from others. In a fundamental administration setting, policymakers need to make and send methods identified with the high-level training system. In this point, this examination centers around building up a positioning system that gives information straightforwardness to the essential administration of Jordanian high-level training establishments.

Additionally, this present examination's middle is more express and the instance of the positioning of the leader's divisions is breaking down to build up a foundation for a public field-based positioning system. In such a way, a structure for positioning of the chief's divisions in Jordanian universities is proposed.

Keywords: Management Administration Departments' Ranking Systems, Strategic Management in Jordanian Universities Ranking System.

INTRODUCTION

Why Rankings?

More than twenty years after US News and World Report recently conveyed its extraordinary issue on "America's Best Colleges" and pretty much a long time since Shanghai Jiao Tong College Appropriated the Scholastic Ranking of World Universities (ARWU), school rankings continue commanding highlights for a couple of reasons.

In the first place, they present a clear and straightforward examination of instructive execution and productivity extensively and across worldwide cutoff points. Second, by causing

to see the characteristics and execution of the top schools the world over, rankings have become a critical device for estimating instructive quality and significance.

This is legitimate for HEIs yet furthermore for nations. What's more, third, given the hugeness of high-level training to social and money related turn of events and achievement, especially in these inconvenient events, rankings are as often as possible interpreted as a pointer of a country's overall intensity.

Today, administrators regularly insinuate rankings as an extent of their country's financial characteristics and wants, universities use them to help set or describe targets planning their introduction against the various estimations, scholastics use rankings to reinforce their master reputation and status, and understudies use them to help them with settling on choices about where to consider.

However, do rankings give appropriate information about high level training or measure what's critical? Is it for the most part something worth being appreciative for when a school climbs the rankings and breaks into the main 100?

Do rankings increase assumptions by empowering contention, or do they undercut the broader strategic give instruction?

Do rankings overhaul indispensable elements by governments and foundations, or are there better procedures? Is it an occasion to move past rankings?

Starting late various school positioning structures that depend upon a picked set of markers and delivering positioning tables subject to these pointers have been made. There are various kinds of public and worldwide positioning systems creating game plans of schools reliant on a ton of markers and a singular pointer. These positioning systems depend upon a couple of components including country express conditions, training structures of countries, wants, and social orders.

Worldwide positioning structures depend upon a ton of markers. By applying a fitting burden to each marker and by conglomerating them, a full-scale score is gained. The essentialness and handiness of these overall systems are substantial. Anyway, starting late, positioning insightful establishments as indicated by a singular score has been a topic of conversation.

It has been censured if these positioning records are sensible in the circumstance of mirroring the introduction of universities. This viewpoint relies upon the likelihood that country unequivocal conditions and the key point of convergence of universities are by and large ignored in the improvement of overall positioning systems.

Public systems are more fit for dealing with nearby and social factors as they are worked for country express purposes. Right when a positioning's degree is public it will undoubtedly convey a more precise overview. Especially in key administration settings, bosses or government authorities can take significant exercises to improve the idea of high-level training. These systems have an important potential to construct the idea of academic foundations.

Considering the conversation over, the point of combination of this examination is the improvement of a hypothetical structure for the leader's divisions' situating systems in Jordanian schools. which will animate these universities' quality improvement practices by helping managers. The Jordanian Advanced education Framework requires an impelled public structure that evaluates schools by joining two or three models addressing various bits of huge worth. It is basic to investigate overall situating structures and to benchmark per the Jordanian Framework. Accordingly, this current present's appraisal will doubtlessly build up a public situating structure that bases on the leader's divisions of Jordanian universities.

Consequently, this proposal begins with a composing audit of several worldwide and public rankings systems, their effects on definitive issues of schools, activities of improving these structures, and will by then go on with the improvement of the hypothetical structure.

Literature Review

College rankings in the academic world, when in doubt, have the benefit of approaching a ton of "authentic" information available through government associations just as information from investigations of understudies, supervisors, and chiefs, and moreover gigantic extension bibliometric investigations. In the creating scene, regardless, these conditions every now and again don't make any difference or apply just weakly: little information on establishments is straightforwardly open, audits are not coordinated either considering cost or political examinations, and circulations in internationally saw journals are relatively few. Yet, at that point, there are around twenty courses of action of school rankings in the creating scene. The purpose behind this paper is to show how rankings work in these circumstances and how they change from those found in the academic world, both in explanation and narrowing.

The paper will in like manner show how web rankings, for instance, webometrics have come to such huge observable quality in the creating scene and why they are presumably going to remain a "highest quality level" in various countries for a long time to come. Finally, the paper will finish up with certain contemplations on the most capable technique to improve rankings in creating countries. While the amount of worldwide and country level positioning and grouping structures continues growing, a nearby request and assessment of high-level training establishments in the Center East and North Africa (MENA) territory have not been made to date.

Such a structure is particularly required given the quick expansion of the high-level training zone in the area, as new nearby foundations and branch grounds of abroad associations create. Perceiving a basic prerequisite for reliable and definite association level information on high level training foundations in the MENA region, the Institute of International Schooling (IIE) starting late found support from the Carnegie Enterprise of New York to finish imaginative examination that way to make, on a pilot premise, a system for ordering and surveying high level training establishments in the MENA region.

During the gathering meeting, key endeavor staff from IIE and the Lebanese Relationship for Instructive Investigations (LAES) will examine the stream status of the assignment and will empower a drawing in discussion on the strategy, challenges, and centrality of the investigation. The undertaking covers the accompanying eight countries from the district: Egypt, Lebanon, Jordan, Saudi Arabia, Qatar, UAE, Morocco, and Tunisia.

It is imagined that the undertaking will help with fortifying MENA associations locally by giving benchmarks and key pointers against which they will have the choice to evaluate their turn of events, just to balance themselves with similar foundations.

The new grouping system will in like manner help make worldwide excitement for the district's establishments which supports a helper objective of the errand, which is to broaden linkages between MENA high level training foundations and various associations around the world to energize information sharing, research collaboration, and institutional cutoff building.

Since 1983, the diary of U.S. News and World Reports has been releasing "America's Best Colleges" which reveals the assessment of American universities to the extent execution. Which emphasized the importance of the institutional picture and institutional reputation that are comprehensively used in instructive administrations the board to influence understudies' school decision methodology. Besides, understudies' decisions concerning whether remain at the school for extra examinations can be affected by the institutional picture and the institutional reputation of the school.

Nguyen & LeBlanc (2001) study the association of institutional picture and institutional reputation with understudy's maintenance decisions. They support that picking up information into the work of institutional picture and reputation is a ground-breaking contraption for the correspondence procedure of the foundation. Insightful associations have the potential gain of taking key options related to resource dissemination and upgrading their circumstances in positioning records.

Jarocka (2015) reinforces that straightforwardness that is given by school rankings is instrumental in the administration of universities. Jordanian understudies acknowledge that rankings are critical in developing and guaranteeing reputation. Considering an examination between universities, positioning structures add to perform connections and to change the course of action and the methodology to improve their shows in rankings.

Notwithstanding universities themselves, positioning systems are bolstering segments for accomplices in the evaluation and dynamic technique by giving information straightforwardness for the understudies and their families.

Positioning systems can have a couple of structures according to the level, expansion, focus, and target gathering, for instance, institutional, field-based, public, all inclusive, instruction focused or research-focused positioning systems. According to the "European College Association" worldwide rankings can be gathered in the method of school coalition tables speaking to a single added up to score of universities, rankings solely base on exploration, multi-rankings delivering more than one once-over relying upon a ton of pointers and web rankings (Jarocka, 2012).

Academic Ranking of World Universities (ARWU) is known as perhaps the most notable worldwide positioning structures which rank schools wherever all through the world reliant on exploration execution. Graduated class and staff winning Nobel Prizes and Fields Awards, significantly alluded to experts in 21 sweeping subject groupings, articles disseminated in Nature and Science and recorded in SCIE just as SSCI and academic execution similar with institutional size are the pointers of the positioning structure. By weighting each marker and amassing a hard and fast score for research execution is refined (Liu, 2009)

After "Times Higher Education" started to line up with "Thomson Reuters" in 2009, essential changes concerning technique and pointers were watched (Rauhvargers, 2011). Academic evaluation with an essentially high weight of 40% was the key pointer of THE-QS positioning.

References per labor force, managers' viewpoints, level of overall staff, and understudies independently and faculty/understudy extent were various pointers that the structure considered (Saisana, 2011). After 2010, pointers that address the financial development were associated

with The-Thomson Reuters 2010 Ranking (Ioannidis, 2007). All these rankings are research focused.

Positioning experts taking positions in the positioning method drove studies to evaluate the idea of various positioning structures and they appropriated a great deal of norms for surveying the positioning systems. These 16 norms are known as Berlin Principles (BP) and are the focal point of the survey strategy of "Worldwide Ranking Master Group" (IREG) for assessing positioning structures to give a support of underwriting (Hagg & Wedlin, 2013).

The EU College Based Exploration Evaluations (AUBR), U-Guide, U-Multi rank, and AHELO are among various exercises that emerged from giving an examination mechanical assembly to universities (Ioannidis, 2007) They are positioning systems that offer intuitive web mechanical assemblies, and customers, by picking the models that they are enthusiastic about, can see the introduction profile of a specific field of study.

U-Multi rank thinks about high level training establishments subject to five estimations comprising of instructing and learning, research, information move, worldwide course, and neighborhood responsibility (Jongbloed, & Vught 2013).

Concerning the situation in Jordan, Exploration nature of high level training establishments of Jordan is surveyed depending on the principles bargaining the quantity of articles, number of references, articles per staff, references per staff, total conveyances, disseminations per staff, number of Ph.D. understudies, the extent of Ph.D. understudies to the quantity of complete understudies and extent of outright understudies to academic staff express that the URAP system has the constraint of establishing a foundation for a perplexing public positioning structure that can be made later on.

In such manner, it is basic to reveal potential improvement zones and confinements of the URAP structure. Also, since each subject field has its components, thinking about the differentiations between subject fields and creating positioning records as requirements be is acknowledged to devise more pragmatic results than a wholistic positioning system. From now on, one critical possible improvement bearing of URAP is the prospect of field-based differences (Kavvoura, 2007) (Zamil & Areiqat, 2020).

Study Aim

This investigation hopes to develop a great deal of markers for a field-based system by coordinating substitute points of view on execution. The degree of this examination includes the board; as it is typical that the essential responsibility of this investigation is the meaning of estimations, markers, and information hotspots for assessing the board divisions in Jordan.

Selection of Components and Indicators

The degree of the examination considers all establishments of the Jordanian Advanced education Framework that has the chief's divisions. As indicated by high level training estimations of the Chamber of Advanced education, there are around 170 administration workplaces in 28 Jordanian universities. <http://portal.jordan.gov.jo/>

The writing study on field-based structures, for instance, CHE, U-Guide, and U-MultiRank added to breaking down their estimations and pointers concerning their accommodation in the board divisions of Jordanian schools; as it is seen as the most suitable positioning instrument in the writing that is intended to vanquish unsafe issues related with rankings.

This part includes markers that can be applied to each administrative field. where a diagram was offered out to understudies. This outline considers various points related to the idea of the academic tasks. This survey intends to investigate their viewpoints about course content, course affiliation, classes, and various workplaces, bearing, the information innovation establishment, and the college's site; which are for the most part portions acknowledged to influence the overall quality introduction of the administration division. Various parts are as appeared in the following Figure 1:

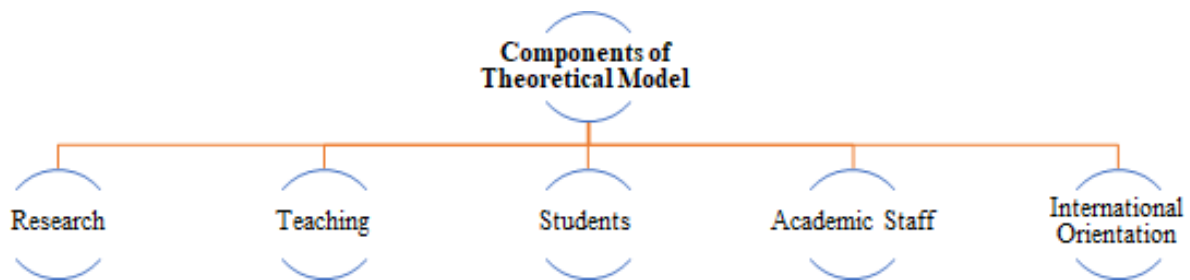


FIGURE 1
COMPONENTS OF THEORETICAL MODEL

In this investigation, the proposed positioning framework for the board workplaces has six sections as seen in Fig.1. These fragments are to be assessed for their quality presentations are research, insightful staff, instructing, understudies, worldwide heading, and as a rule condition.

Likely information hotspots for each section and fitting time reference for information arrangement of each pointer are perceived by ace sees. These markers, their level of assessment, significant heaps of pointers, and the total heap of the parts are introduced as follows:

It is accepted that performing school level examinations can be more careful on the grounds that penetrability, correspondence, and augmentation of a school by spreading information from a wide extent of fields are huge. Thusly, these pointers are joined with others estimating the estimation and a heap of 10% is apportioned to this fragment.

To measure "research quality", notwithstanding research effectiveness pointers exhibiting examination on the field level, the extent of the amount of insightful staff to the amount of Ph.D. understudies and examination financial arrangement per insightful staff are considered as well. In view of the viewpoint on trained professionals, the heaviness of "research quality" is perceived as 20% and the segment of the connected burden to each pointer can be found spoke to beforehand.

Investigation effectiveness limits, for instance, the quantity of articles per staff in the previous year and the amount of all circulations per staff in the latest decade depend upon

bibliometric information, and bibliometric examinations are proposed to be the information source and the procedure for information collection. To obtain information about the amount of Ph.D. understudies, the amount of insightful staff and an examination spending plan of the leader's workplaces, genuine information from workplaces should be amassed and an investigation should be coordinated thus. (Gabriele Marconi & Jo Ritzen, 2015).

The "scholastic staff" portion has six things each speaking to a class which an academician has a spot with and a heap of 20% is distributed for this part in view of expert sees. There is a scale created therefore and the heaviness of each marker is settled by the staff's academic title and region of his/her Ph.D. study.

Managing the "understudies" portion with a heap of 20%, this pointer is used in some positioning systems when performing country level evaluations on the grounds that the commitment of the training significantly compares with its yield and qualified understudies pick their schools moreover (Zamil & Areiqat, 2020).

The internationalization of the board workplaces is evaluated as well and chosen as another portion of the proposed determined model with the name of "universal direction". The extent of the quantity of nearby understudies to the quantity of new understudies and the extent of neighborhood academic staff to new educational staff are assessed for evaluating the worldwide course. Heaps of these markers are set to be 8% and 2% independently speaking to 10% full scale weight for the examination of overall heading.

Information Assortment and Count of Scores

For study utilization, appropriate work force or administrative staff has been tended to for obtaining pertinent information. Understudies have been investigated for showing quality by approaching inquiries all things considered satisfaction for the program, course content, and other learning results. Inquiries of understudies considers are related to the administrative divisions of universities, which offer responses to deal with unequivocal inquiries.

For most of the markers, the chief's parts of schools are assessed by their score on a particular estimation. After the school showing the best score is appointed the most raised centers, others in the rank were allocated scores in like way. The heaviness of each fragment is extraordinary and by applying these heaps, the hard and fast introduction profile of the administration office was settled. Because of the insightful staff estimation, a scale is delivered for the labor force. Each insightful staff gets a score subject to this scale and the hard and fast score is procured by accumulating the results.

CONCLUSION

This investigation is an undertaking to develop a determined structure for a field-based school positioning system. Writing study studies and evaluation of positioning systems wherever all through the world added to get significant information into methodological issues concerning rankings and perilous components on account of the possibility of rankings. Jordanian schools have different fields of study and each school doesn't show a comparative proportion of execution in each field, which is a basic issue that should be considered.

Overall positioning systems depend upon research information and investigation-based markers as requirements be and rank universities reliant on their examination shows and the presence of viably accessible information considering bibliometric investigations. In any case, structures are needed to evaluate schools from various points by thinking about the upgrade of fields of study and the point of convergence of universities. Regarding, creating genuine and trustworthy information for examination of universities.

Evaluation of the situation in Jordan showed that Jordanian schools don't contain markers that measure the universities from substitute points of view for instance instructing or insightful staff. It is doubtlessly genuine that there is a need for a system in Jordan that will assess universities almost by including neighborhood factors and combinations among fields of study and workplaces.

These revelations and pointers of various positioning systems helped the creation of the applied structure and policymakers of high-level training establishments were described as the target gathering for the positioning system around the beginning of the investigation. To the extent crucial administration for high level training foundations, relative information regarding the displays of the principal structure squares of schools is important.

The degree of the positioning is constrained to the board divisions of Jordanian universities to play out a field-level evaluation and lead a pilot adventure on the chief's workplaces as a future heading to test the pointers proposed. Various advances concerning the determination of parts and pointers relied upon positioning systems in the writing and they were joined with the new markers that were introduced. Expert sees were taken through the Delphi technique to choose the framework.

Weighting meetings were acted comparably, and fitting burdens were allocated. As for, one fragment which is the one specifically that conducts school level assessment was dispensed a heap of 10% because of expert sees. This weight is for the most part little diverged from others, mirroring that the limits related to the whole school don't influence as extensive as various sections playing out a field-level examination.

Finally, this framework for the chief's divisions is intended to be a fair device for surveying these workplaces generally and aiding indispensable administration issues. This examination can be the initial advance to build up a more thorough field-based positioning system for Jordan.

Along these lines, the execution of the proposed framework and circulation of the rankings are among the opportunities for this investigation. Besides, this positioning system can be a purpose behind the improvement of a multi-positioning approach that thinks pretty much all fields of study and positions schools in a multi-dimensional route later.

REFERENCES

- Alma, B., Coşkun, E., & Övendirli, E. (2016). University ranking systems and proposal of a theoretical framework for ranking of Turkish Universities: A case of management departments. *Procedia-Social and Behavioral Sciences*, 235(2016), 128–138.
- Amit, S., & Singh, S. (2016). Facets of academic excellence in management education: conceptualization and instrument development in India. *Studies in Higher Education*, 41(11), 1883-1899.

- El-Amine, A. (2010). *Classifying higher education institutions in the MENA Region, Middle East and North Africa: A Pilot Study*, IIE Books.
- Gabriele M., & Ritzen, J. (2015). Determinants of international university rankings scores. *Applied Economics*, 47(57), 6211-6227.
- Gregory, D., & David W. (2020). The changing and challenging research landscape in South Africa. *Studies in Higher Education*, 45(11), 2245-2259.
- Hazelkorn, E. (2013). How rankings are reshaping higher education. *Centre for Social and Educational Research*, Technological University Dublin.
- Ioannidis, J.P., Patsopoulos, N.A., & Kavvoura, F.K. (2007). International ranking systems for universities and institutions: a critical appraisal. *BMC Med*, 5(30), 1-10.
- IREG-5 Conference: The academic rankings: from popularity to reliability and relevance, organized by: *IREG Observatory on Academic Ranking and Excellence*.
- Jarocka, M. (2012). University ranking systems—from league table to homogeneous groups of universities. *World Academy of Science, Engineering and Technology*, 66(1), 800-805.
- Jarocka, M. (2015). Transparency of university rankings in the effective management of universities. *Business, Management, and Education*, 13(1), 64-75.
- Jongbloed, B., Kaiser, F. & Vught, F. (2013) U-Map and U-Multirank: Profiling and ranking tools for higher education institutions, *EAIR 35th Annual Forum in Rotterdam, The Netherlands*.
- Juta, C. (2002). Centre for Higher Educational Development, Guetersloh, German, Berlin.
- Liu, N. C. & Cheng, Y. (2005). Lebanese association for educational studies, Lebanon; the academic ranking of world universities. *Higher education in Europe*, 30(2), 127-136.
- Liu, N.C. (2009). The story of academic ranking of world universities. *International Higher Education*.
- Nguyen, N. & LeBlanc, G. (2001). Image and reputation of higher education institutions in students' retention decisions, *International Journal of Educational Management*, 15(6), 303-311.
- Raughvargers, A. (2011). *Global university rankings and their impact*. *European University Association Report on Rankings*.
- Saisana, M., d'Hombres, B. & Saltelli, A. (2011). Rickety numbers: Volatility of university rankings and policy implications. *Research Policy*, 40(1), 165-177.
- Teodoro, L., Nina, F.(2020). Meta-ranking to position world universities. *Studies in Higher Education*, 45(4), 819-833.
- Therese, K. (2017). Teaching and learning global urban geography: an international learning-centred approach. *Journal of Geography in Higher Education*, 41(1), 39-55.
- Vught, F. & Ziegele, F. (2011). Design and testing the feasibility of a multidimensional global university ranking: Final report, *Consortium for Higher Education, and Research Performance Assessment*, U-Multirank.
- Wai Ching, P., & Gareth, D. (2017) Research output: Evidence from economics departments in the Asia-Pacific region. *Journal of the Asia Pacific Economy*, 22(4), 604-620.
- Xuesong, G., & Yongyan, Z. (2020). 'Heavy mountains' for Chinese humanities and social science academics in the quest for world-class universities. *A Journal of Comparative and International Education*, 50(4), 554-572.
- Zamil, A., & Areiqat, A. (2020). The impact of accreditation of higher education institutions in enhancing the quality of the teaching process, *Talent Development & Excellence*, 12(3), 1912-1921.