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# The Impact of Transformational Leadership on Higher Education Governance: *An Analytical Study of Universities Administrators Erbil Governorate*

RECEIVED :11 /05/2025

ACCEPTED :07/10/ 2025

PUBLISHED :15/06/2026

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**Keywords:**

Leadership,  
Transformational  
Leadership,  
Higher Education  
Governance

**Abstract**

The governance of higher education receives vital enhancement through transformational leadership to improve performance in university institutions. Transformational leadership principles help universities reach their strategic targets through organized and efficient operations. This research evaluates transformational leadership practices on higher education governance through an investigation of administrators working in Erbil educational institutions, the Kurdistan Region - Iraq. The study defines transformational leadership as the independent variable, which includes Idealized Influence with Inspirational Motivation together with Intellectual Stimulation and Individual Consideration. The research investigates higher education governance as its dependent factor through four essential elements that include the Decision-Making Process, along with Policy Development and Institutional Effectiveness, and Efficiency. The research used structured questionnaires to collect data, which were distributed to 393 participants, but only 106 respondents. Research findings regarding leadership relationships between transformational leadership and governance effectiveness help institutions and policymakers draw significant constructive conclusions. The study recommended Supporting Leadership Gender Diversity: Universities must support the increase of women in leadership positions at different academic levels and administrative functions, since university settings include male and female students equally. Universities that promote gender inclusivity will gain better decision-making outcomes because they bring diverse perspectives within their governance structure.

**About the Journal**

Zanco Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields. <https://zancojournal.su.edu.krd/index.php/JAHS/about>

## 1. Introduction

The management field currently views transformational leadership as a leading model since it focuses on motivational leadership that drives employees toward target outcomes. Higher education governance, together with performance enhancement, results from strategic vision through transformational leadership, which builds capabilities and improves relationships with the community while developing positive organizational cultures and enhancing both academic and administrative results. Higher education institutions will transform positively under transformational leadership, which leads them to develop excellence and leadership in diverse fields. The research investigated transformational leadership through an analysis of its importance and necessary aspects alongside its effects on university government across Erbil universities within the Kurdistan Region of Iraq. The research investigates higher education governance within the research environment by collecting findings that lead to practical and theoretical implementations.

The ability of transformational leadership to enhance organizational effectiveness is well-documented, yet little research exists about its impact on higher education governance specifically within the Kurdistan Region. The changing political and economic conditions in the region bring specific governance challenges that could affect how leadership practices perform in universities. A growing number of university administrators show interest in leadership development, yet they lack empirical evidence to determine how transformational leadership influences decision-making, together with policy formulation and institutional performance in higher education. The absence of understanding about this area restricts universities from developing leadership initiatives that would enhance their governance systems and stimulate sustainable advancement. The solution of this challenge becomes essential to build leadership strategies capable of managing complex higher education governance structures across the Kurdistan Region.

The core goal of this research is to analyze how transformational leadership affects governance processes at universities in Erbil, Kurdistan Region of Iraq. The study concentrates on how university administrators practice leadership while studying its effects on governance decisions, along with institutional performance. Thus, the aim of the study is to identify how transformational leadership influences university governance within public and private educational institutions in Erbil, Kurdistan Region of Iraq. The research aims to accomplish its specific objectives through the following targets.

- Identify the concept of transformational leadership with all its significant components.
- Identify the concept of higher education governance and its importance.
- Identify the relationship between transformational leadership and higher education governance.
- Identify the role of transformational leadership in improving the institutional performance of universities.

Moreover, the primary research question of this study focuses on:

- How does transformational leadership shape higher education governance among university administrators in Erbil, Kurdistan Region of Iraq?

To further investigate this issue, the study addresses the following sub-questions:

- What are the predominant transformational leadership practices demonstrated by university administrators in Erbil Governorate, Kurdistan Region?
- How do these leadership practices influence decision-making, policy development, and overall institutional performance?
- How do university administrators perceive the connection between transformational leadership and governance effectiveness within their institutions?
- To what extent does the impact of transformational leadership vary based on institutional factors such as university size, type (public vs. private), or administrative hierarchy?

- What key challenges do university administrators encounter when implementing transformational leadership strategies within the governance structures of higher education institutions?

Accordingly, the study includes the following research hypothesis:

First hypothesis:

- ✓ Null hypothesis (H0): There is no significant direct correlation between transformational leadership and higher education governance) at a significant level (0.05)
- ✓ Alternative hypothesis (H1): There is no significant direct correlation between transformational leadership and higher education governance at a significant level (0.05)

Second hypothesis:

- ✓ Null hypothesis (H0): There is no significant direct correlation between the dimensions (transformational leadership and higher education governance) at a significant level (0.05)
- ✓ Alternative hypothesis (H1): There is a significant direct correlation between the dimensions (transformational leadership and higher education governance) at a significant level (0.05)

Third hypothesis:

- ✓ Null hypothesis (H0): (transformational leadership) does not have a significant positive effect on Governance of Higher Education at a significant level (0.05).
- ✓ Alternative Hypothesis (H1): Transformational Leadership has a significant positive impact on Governance of Higher Education at a significant level (0.05).

Fourth Hypothesis:

- ✓ Null Hypothesis (H0): The dimensions of Transformational Leadership do not have a significant positive impact on Governance of Higher Education at a significant level (0.05).
- ✓ Alternative Hypothesis (H1): The dimensions of Transformational Leadership have a significant positive impact on Governance of Higher Education at a significant level (0.05).

The importance of this research lies in emphasizing the value of transformational leadership in improving the governance of higher education institutions. It also provides practical recommendations for university administrators in Erbil on how to apply the principles of transformational leadership within their institutions. In addition, the study contributes to the development of scientific research in the field of leadership and higher education governance in Iraq.

Additionally, the study is defined by several boundaries that determine its nature, including human, spatial, temporal, and scientific aspects. In terms of the human scope, the research tested its hypotheses through a survey that included administrators such as deans of colleges, vice deans, heads of departments, directors, and other administrative staff in both public and private universities in Erbil, Kurdistan Region of Iraq. The total population consisted of 393 individuals, of whom 106 administrators participated as survey respondents selected randomly. Regarding the place scope, the research covered all twelve public and private universities located in Erbil within the Kurdistan Region of Iraq.

## 1. Literature review

Researchers have examined multiple aspects of transformational leadership and governance within higher education in order to understand their combined effects on performance, innovation, and service delivery quality. In this context, Da BOU, Rany SAM, and Sinoeurn KHEUY (2025) conducted a scoping literature review titled "*Transformational Leadership Style in Higher Education,*" which evaluated developments in higher education transformation between 2019 and 2024. Their findings indicate that transformational leadership is associated with increased employee satisfaction, improved performance, and enhanced innovation, although challenges related to shared governance raise questions about its overall effectiveness. The study further highlights the need for additional research focusing on adaptive approaches and long-term performance assessment.

Similarly, Atanaw, Estifanos, and Negash (2025), in their study *“How University Governance Affects Education Service Quality: Insights from Ethiopian Public Universities,”* investigated the relationship between governance dimensions and education quality in Ethiopian public universities. Their analysis focused on accountability, autonomy, academic freedom, transparency, and responsibility. The results show that academic freedom has a positive effect on education quality, whereas accountability and responsibility exert negative effects, suggesting the need for improved governance practices.

Building on the role of leadership in educational transformation, Mpuangnan and Roboji (2024), in their study *“Transforming Educational Leadership in Higher Education with Innovative Administrative Strategies,”* emphasized that educational leaders in developing countries require research-based knowledge to implement innovative administrative approaches that strengthen educational systems. The study highlights that transformational leadership, through motivated personnel, technology integration, agile systems, teamwork, and positive work environments, supports all aspects of institutional advancement.

In a related perspective, Elken (2024), in *“Collaborative Design of Governance Instruments in Higher Education,”* examined Norway’s multi-annual performance agreements and emphasized that strategic design is essential for implementing governance instruments that enhance legitimacy while also creating strategic power-related challenges.

Further exploring leadership’s impact on innovation, Habtu G. Bahru et al. (2023), in *“The Effect of Transformational Leadership Teachers’ Openness to Experience and Gender on Innovative Work Behavior in Higher Education Institutions,”* found that transformational leadership fosters innovation by increasing teachers’ openness to experience, while gender does not significantly influence these outcomes. Consistent with this, Bahru, Abebe, and Ayen (2023) in Ethiopian public universities confirmed that leadership-driven innovation is mediated by openness to experience.

From a leadership development perspective, Howell et al. (2022), in *“Transformational Leadership in Higher Education Programs,”* explored how doctoral students develop into future university presidents through transformational leadership practices. The study indicates that doctoral students possess strong leadership potential, which can be further strengthened through guest speakers, career discussions, cohort development, and professional networking.

In a broader governance context, Supardi, Handoko, and Rochim (2020), in *“Building Commitment for Knowledge-Based Decision to Create Quality Management: The Role of Transformational Leadership in Higher Education Governance in Developing Countries – A Literature Review,”* analyzed how transformational leadership influences university governance in developing countries. Their findings suggest that transformational leadership enhances participatory decision-making, stakeholder involvement, and quality management systems through improved knowledge exchange and teamwork, ultimately strengthening institutional performance.

Similarly, Ahmed Waham, Abdul Rahman, and Wan Mustaffa (2020), in *“The Effect of Transformational Leadership on the Organizational Performance in Higher Education Institutions in Iraq,”* found that transformational leadership positively influences organizational performance in Iraqi higher education institutions, recommending the development of leadership training programs based on this approach.

Finally, Kennedy (2003), in *“Higher Education Governance as a Key Policy Issue in the 21st Century,”* provided an important governance perspective by emphasizing the role of stakeholder partnerships in ensuring accountability while maintaining institutional autonomy, a theme that continues to remain relevant in contemporary discussions on higher education governance and leadership.

## **1.1 Theoretical Framework and Core Characteristics**

### **2.1.1 Transformational Leadership**

#### *The concept of Transformational Leadership*

Leadership represents a person's capability to motivate groups toward reaching their collective goals and conceptualized ambitions. The guidance of organizational activities toward establishing and achieving specified objectives defines leadership as a process. Effective leadership requires both

the ability to lead followers and the power to direct their actions to finish work successfully (Nurtjahjani, Noermijati, Hadiwidjojo, and Irawanto, 2020, P. 96). Leadership theory received its essential advancement with transformational leadership that James MacGregor Burns introduced as an opposite to transactional leadership. Burns explains that transformational leaders advance past reward-dependent interactions by motivating their followers through principles of values and moral standards. (Bou, Sam, & Kheuy, 2025, p. 10).

On the same base, (Wahama et al., 2020, p. 77) state that according to Burns (1978) transformational leaders function as visionaries who enhance follower dreams through uniting ethics and collective objectives. The approach differentiates transformational leadership from transactional leadership because transactional leaders base their practice on structured exchanges paired with reward systems. Moreover, the work of Burns received advancement through Bernard Bass (1985), who developed the Four I's Model that defines transformational leadership fundamentals. Idealized influence, together with inspirational motivation and intellectual stimulation, and individualized consideration, form a structured model that explains what transformational leadership accomplishes for follower development (Wahama et al., 2020, p. 78).

#### *Definition of Transformational Leadership*

Through this leadership approach, students grow their intellectual capacity toward excellence by sharing vision and communicating well, and leading effectively (John & Taylor, 2014, p. 25). This approach generates a setting that both inspires students and promotes collaboration to establish success and individual growth in academics. The definition of transformational leadership describes an approach that inspires followers beyond expectations through trust-building and creativity enhancement, leading to organizational commitment. (Northouse, 2022, p. 53). In 1978, Burns first defined transformational leadership as a relationship of mutual stimulation between leader and follower, which develops potential moral agents while elevating followers into leaders (Howell et al., 2022, p. 53). Building upon this idea, according to Bass (1985), transformational leadership needs trust, respect, and allegiance between leaders and their followers as essential components (Howell et al., 2022, p. 53).

Leadership techniques that match the educational environment help develop creativity, together with innovation and motivation within schools. The inspiration of followers through transformational leadership methodology creates essential roles in school academics by driving student motivation and academic success (Emeanulu & Sayed, 2024, p. 2). The focus on innovative practices joins educational staff with students in active learning activities. Moreover, Transformational leadership in education focuses on developing institutions through its expansion of motivational effects beyond personal achievement. Transformative leadership provides motivation to educators, along with students, to work toward exceptional goals while promoting innovative thinking, increased responsibility, and global citizenship development. The method also helps organizations set clear targets and develop transparent, open cultures as well as strengthen continuous progress initiatives, along with teaching approach modernization. Students develop global success skills when transformational leaders teach global perspectives as part of the curriculum (Adeoye et al., 2025, p. 15).

The essence of transformational leadership comes from leaders who inspire followers to achieve better performance goals as committed teams focused on organizational success objectives. This leadership style creates ethical growth between leaders and followers while it enhances their shared goal commitment (Bou, Sam & Kheuy, 2025, p. 14). The transformation into unity creates a strong purpose that benefits institutional and individual outcomes.

#### *Dimensions of Transformational Leadership*

Transformational leadership displays charisma as the main driving force that inspires colleagues to perform their duties (Nurtjahjani, Noermijati, Hadiwidjojo, & Irawanto, 2020, p. 96). Through their consistent ethical conduct and moral integrity, leaders develop followership trust and respect, which serves as their role model to others. The team members benefit from their leaders, who demonstrate

complete devotion to organizational values, which guides their teams in a positive direction. Transformational leadership involves establishing examples while offering specific guidance through mentorship and support that helps followers achieve their aspirations according to their personal needs. Through personalized guidance, transformational leaders simultaneously aid people to reach maximum potential, together with developing organizations that emphasize perpetual advancement (Bou, Sam & Kheuy, 2025, p. 10).

Furthermore, the core characteristic of transformational leadership involves envisioning and clearly expressing a motivating purpose that unites commitment and enthusiasm among institutional members. Through this academic setting, they built for shared ambitions, they motivate faculty members and students to move towards one unified purpose (Wahama et al., 2020, p. 80). These leaders achieve motivating communications of their vision, which brings students toward academic excellence while strengthening a high-achieving culture (Gholamreza et al., 2009, p. 273).

Additionally, transformational leadership enables institutional innovation through the practice of norm challenge combined with paradigm-shifting thinking and enduring institutional advancement (Wahama et al., 2020, p. 81). Through their leadership approach these professionals develop work scenarios which motivate people to bring their own ideas while finding unique solutions for difficult problems. Thru intellectual stimulation leaders activate their followers to produce new ideas and participate in advanced problem-solving that leads to business development (Howell et al., 2022, p. 54).

Finally, the ultimate goals of transformational leadership include supplying mentorship together with individualized assistance, and developmental resources that help students and faculty reach their full potential. Through their understanding of individual needs, they establish an environment that sustains academic and professional development (Wahama et al., 2020, p. 82). Through individual-focused attention, transformational leadership creates better relationships inside an institution, which builds an atmosphere based on mutual respect and ongoing learning activities.

#### 2.1.2 The concept of Higher Education Governance

The concept of governance describes a fluid method instead of an unchanging framework or organization. (Risanty & Kesuma, 2019, p. 518). This approach demonstrates that governance represents an evolving system which supports decision-making processes along with institutional advancement.

University governance serves as a strategic leadership model according to a leading definition. University strategic leadership mostly lies with presidents along with vice-chancellors and boards of trustees since they steer long-term university direction through their decision frameworks and policy creation and their oversight responsibilities. Through resource allocation and institutional capability alignment governance enables universities to stay adaptable to educational changes in their environment (Santiago et al., 2022, p. 215). The implementation of strategic approaches provides institutions a means to handle external forces and achieve academic and financial sustainability.

The understanding of university governance focuses on developing an accountable system. Higher education institutions follow this framework to report their responsibilities toward government departments and student bodies alongside faculty members and the general population. The practice of accountability becomes stronger by using transparency alongside standard compliance and assessment procedures that monitor performance. This governance model focuses on maintaining both financial accountability and academic integrity, which guarantees institutions maintain credible operations and public trust (Orr, 2021, p. 78).

The third theory considers university governance through a collective framework, which highlights that various university constituents, including faculty, administration, and students, with external organizations, must collaborate to shape institutional policies. Through collaborative approaches, universities achieve a shared governance structure that enhances collective development by incorporating various stakeholder views. The governance approach maintains an equilibrium between authoritative leadership and inclusiveness to generate decision-making functions that mirror the needs and interests of all university members (Gonzalez & Maroun, 2020, p. 112).

The regulatory and policy structure of university governance exists to create genuine institutional rules and enact the current regulations and established policies that guide university operational standards. The framework operates to fulfill national and international educational requirements as it handles risk management and constructs policies for teaching and administrative domains. Academic freedom and institutional autonomy, as well as equity, exist because of governance structures established by legal and regulatory frameworks (Bok, 2023, p. 65). These structures protect the university's independence in pursuing essential educational principles.

#### *Definition of Higher Education Governance*

Higher education governance embraces constitutional structures, policies, and decision-making processes that control the operation of higher education institutions (HEIs). It plays a crucial role in ensuring accountability, autonomy, academic freedom, transparency, and responsibility within universities, thereby fostering effective institutional management (Atanaw et al., 2025, p. 2).

Likewise, Higher education governance consists of the frameworks along with structures and decision-making processes, which determine how universities and HEIs reach their management goals and stay under regulation and accountability. This view explains the active exchanges between governments, institutions, stakeholders and regulatory bodies that collaborate to achieve efficient educational results (Elken, 2024, p. 1095).

The structured system of academic institution oversight, named higher education governance, includes policies as well as decision-making processes and regulatory mechanisms. The system integrates university governing bodies together with academic senates and administrative leadership teams, and external influences that stem from governmental institutions, accreditation bodies, and funding programs (Saraite Sariene, Caba Pérez & López Hernández, 2020, p. 90).

Formerly, the concept of higher education governance was interpreted as an organized control system to steer and direct university operations. The definition highlights governance as an essential instrument that maintains institutions in accordance with stakeholder expectations, particularly government and public expectations, to ensure institutional responsibility (Risanty & Kesuma, 2019, p. 520).

#### *Dimensions of Higher Education Governance*

Different countries apply varying university governance principles because their governing structures undergo permanent changes. Governance principles of universities transform through time according to both societal transformations and global requirements (Risanty & Kesuma, 2019, p. 521). Successful university governance depends on the decision-making process as well as policy creation and institutional performance analysis, while maintaining governance efficiency.

## **2.2 Decision- Making Process**

Universities should implement participatory approaches in their decision-making process because they build collaboration with transparent governance. For effective decision-making, organizations must secure agreement from their stakeholders that helps resolve conflicts while promoting institutional unity. (Elken, 2024, p. 1096). The authority delegation process enables different stakeholders among administrators, faculty, and support staff to actively participate in decision-making, which fosters shared responsibility across the organization. (Elken, 2024, p. 1099).

Similarly, decision-making in university governance is originated from shared governance models, which inspire faculty, administrators, and other stakeholders to actively contribute in institutional decisions. An institution requires consensus-building as a method to handle conflicts which supports unified institutional integrity. (Bahru, Abebe & Ayen, 2024, p. 43). Moreover, effective university governance depends on maintaining central authority combined with distributed decision powers so university units can add their specialized knowledge to organizational goals. (Bahru, Abebe & Ayen, 2024, p. 44).

From a broader perspective, university decision-making encompasses strategic, academic, and operational considerations. University governance features blended centralized and decentralized control mechanisms since various parties, including staff members, academics, students and outside entities, play roles in decision-making. (Teixeira et al., 2021, p. 127). Strategic planning with data-

based discussions functions as a fundamental component that maintain decision-making in line with established institutional long-term objectives. (Boyer et al., 2020, p. 59).

### **2.3 Policy Development**

University governance policy development proceeds through participatory dialogue, which involves different stakeholders for creating governance instruments. While stakeholders are welcome to participate in policy decisions frequently end with government final approval because of hierarchical control systems (Elken, 2024, p. 1099). Although the universities hold institutional autonomy while their self-regulating authority functions under administrative boundaries, which contracts and funding policies shape operational activities (Elken, 2024, p. 1100).

Likewise, the development of policy requires collaborative faculty involvement together with institutional leader participation to ensure proper alignment with institutional goals and national requirements. While universities maintain certain decision-making authority yet need to fulfill governmental regulations and performance standards (Bahru, Abebe & Ayen, 2024, p. 48). A well-implemented policy needs strong leadership from institutions, together with effective engagement of stakeholders and local educational need adaptation (Bahru, Abebe & Ayen, 2024, p. 49).

Beyond consultation, higher education governance policy development covers policy making and modification, as well as execution for short-term institutional needs, and comprehensive strategic development. This process combines insights from administrators, faculty members, and government bodies for compliance with base regulatory systems. (Boni & Botelho, 2022, p. 89). A governance model in universities leads to policy refinement that addresses developments in education plus societal demands (El-Kot, 2023, p. 122).

### **2.4 Institutional Performance**

The evaluation processes in university governance depend on quantitative performance metrics for student outcomes, together with research indicators and operational performance. Performance-based governance frameworks require institutions to fulfill set performance objectives both through signed contracts and independent quality assurance measures (Elken, 2024, p. 1097). Additionally, higher education institutions are encouraged to compete and establish unique positions through market-oriented strategies because of growing trends in governance practices (Elken, 2024, p. 1102).

Similarly, the assessment of institutional performance happens through mixed quantitative and qualitative indicators that involve the ratio of student success, research production from faculty, and administrative outcomes. Institutional performance tracking with established targets through university performance management systems enables accountability to national and international benchmarks. (Bahru, Abebe & Ayen, 2024, p. 32). Using data analytics and evidence-based decisions helps institutions use resources more efficiently and improve student success. (Bahru, Abebe & Ayen, 2024, p. 33).

From a broader perspective, building excellence in teaching and research and community service marks the success level of a university, which we call institutional performance. Universities undergo evaluation through different performance indicators, which include both graduation rate measurements and assessment of faculty output alongside student satisfaction metrics. The monitoring system, which adopts a performance management system to track these indicators as well as boost institutional growth (Anderson et al., 2019, p. 204). Furthermore, academic studies demonstrate that systematic reviews facilitate the improvement of performance strategies (Bryman et al., 2018, p. 46).

Additionally, the effectiveness and efficiency of university governance are strengthened with the development of structured planning mechanisms, which include strategic plans both in the long and medium term, together with yearly activity and budgetary plans (Risanty & Kesuma, 2019, p. 522). The main component of governing efficiently includes performance-driven funding models that relate institutional budget allocations to verifiable educational and research output. The approach establishes a mechanism for universities to define their strategies with national education goals but also continue responsibility for day-to-day operational execution (Elken, 2024, p. 1104). Additionally, to achieve administrative efficiency, one needs to simplify governance procedures

while eliminating unnecessary bureaucracy to strengthen institutional effectiveness (Elken, 2024, p. 1106).

Moreover, today's Higher education institution governance systems concentrate on efficiency while making the most out of technology, automated processes, and agile management techniques. Working with artificial intelligence and digital platforms enables institutions to handle workloads as well as improve decision-making, along with optimizing resource usage (Bahru, Abebe, & Ayen, 2024, p. 50). The key component for sustainability involves performance-based funding, which uses specific measurement points to connect budgets directly to institutional success metrics for long-term financial stability (Bahru, Abebe, & Ayen, 2024, p. 52).

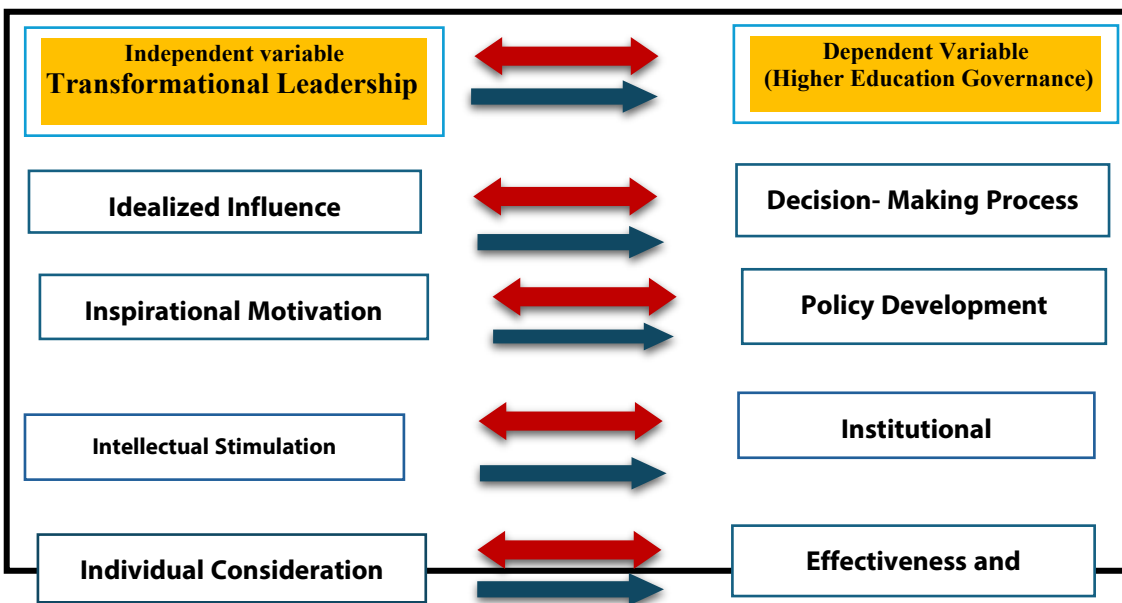
At a conceptual level, the accomplishment of institutional goals related to education and research constitutes university governance effectiveness, whereas maximizing resources consists of financial, human, and physical assets. (Deem et al., 2020, p. 98). Excellent university governance emerges from combining these two dimensions with solid strategic planning measures, together with performance indicators and evaluation mechanisms that operate continuously (Jongbloed, 2021, p. 104).

**2. Research Methodology**

The study applied both descriptive and analytical approaches to obtain data from university administrators in all public and private universities across Erbil province by using survey questionnaires. Descriptive and analytical statistical procedures enabled the researchers to extract data results.

- ✓ Methods used: An analysis of questionnaires using the SPSS platform will perform quantitative and qualitative data assessment to test hypothetical conditions.
- ✓ Data collection tools: Questionnaires, Google Forms, and literature reviews.
- ✓ Research community: (public-private) universities in Erbil, Kurdistan Region-Iraq.
- ✓ Research sample: (106) participants from different levels of university administrators.

A hypothetical model depicted in Figure No. (1) illustrates how four aspects of transformational leadership and four aspects of higher education governance can potentially produce a suitable setting for public and private universities in Erbil, Kurdistan Region, Iraq. The model illustrates how much influence the selected factors exert on research variables while showing the extent to which these variables match the analyzed workplace.



Source: Prepared by researchers

Influence relationship Correlation relationship

The research employed a quantitative investigation to examine how transformational leadership shapes governance operations in public and private universities across Erbil, Kurdistan Region of Iraq. This study performed an extensive analysis of data characteristics to obtain reliable outcomes. The research collected 106 valid questionnaires from its stated sample size of 107 participants. The cleaning process rendered 104 valid records suitable for analysis. Multiple statistical features in SPSS allowed the evaluation of participant opinions together with the analysis of key variable relationships. The study relied on multiple statistical methodologies, consisting of descriptive statistics, which employed mean and standard deviation calculations, together with reliability testing measured by Cronbach's alpha, resulting in correlation analysis relying on Pearson's correlation coefficient, followed by linear regression. Each response was measured based on a five-point Likert scale, which participants used.

#### *Instrumentation and Variable Operationalization*

The study used a structured questionnaire to measure all important variables. Participants received information about the research topic alongside its objectives before completing the form. The questionnaire had two sections. The initial section of the collected information gathered demographic characteristics, including gender, age, job position, years of experience, and institution type. The research hypotheses were examined through eight question groups within a total of 32 questions found in the second part. The research instrument used a five-point Likert scale, which ranged from "strongly agree" to "strongly disagree" for quantitative analysis purposes. The five-point Likert scale enabled researchers to turn participants' opinions into numerical values that allowed them to conduct statistical assessments.

#### *Internal Consistency Reliability*

Assessing the internal consistency of the questionnaire is vital for ensuring the reliability of the research findings. Internal consistency refers to the degree to which items within a scale measure the same underlying construct. A reliable scale determines stability, yielding consistent results when administered under similar conditions. Cronbach's alpha coefficient, a commonly used measure of internal consistency, was used to evaluate the reliability of the questionnaire. This coefficient ranges from 0 to 1, with higher values indicating greater internal consistency. A generally accepted standard for acceptable reliability is a Cronbach's alpha of 0.70 or higher, although values above 0.60 are often considered satisfactory in exploratory research. Table 1 presents the Cronbach's alpha coefficients for each variable and dimension within the questionnaire, as well as the overall scale reliability.

### 3. Results and Discussion

**Table 1. Internal Consistency Reliability**

Constructs	Cronbach's alpha	# of Variables
Idealized Influence	0.882	4
Inspirational Motivation	0.874	4
Intellectual Stimulation	0.876	4
Individual Consideration	0.869	4
Decision- Making Process	0.916	4
Policy Development	0.871	4
Institutional Performance	0.910	4
Effectiveness and efficiency	0.879	4

Source: Prepared by Researchers based on the results of statistical analysis

Table 1 shows that all constructs (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Policy Development, Effectiveness and Efficiency, and

Institutional Performance) had strong internal consistency, with Cronbach's alpha values between 0.869 and 0.882. Meanwhile, the Decision-Making Process and Institutional Performance demonstrated first-rate internal consistency, with alpha values of 0.916 and 0.910, respectively. These results show that all the scales are reliable in measuring what they were designed to measure. This means the items in each scale consistently reflect the same underlying concept and are suitable for academic research.

#### 4.1 Statistical Description for demographic variables

The demographic information gathered for this study regarding transformational leadership impacts on governance within universities appears in Table 2.

**Table 2. presents a demographic analysis**

Demographic Variables	Category	Count	Column N %
Sex	Male	73	70.2%
	Femail	31	29.8%
Age Categories	25 and below	0	0.0%
	25-34	5	4.9%
	35-44	46	44.7%
	45-54	39	37.9%
	55 and above	13	12.6%
Position in the University	Administrative staff	27	26.0%
	Dean	10	9.6%
	Department Head	35	33.7%
	Other	16	15.4%
	Vice Dean	16	15.4%
Years of Experience in Higher Education Administration	Less than 5 years	14	13.5%
	5-10 years	17	16.3%
	11-15 years	21	20.2%
	More than 16 years	52	50.0%
Types of Institution	Private University	34	33.0%
	Public University	69	67.0%

Source: Prepared by researchers based on the results of statistical analysis

- A. Gender Distribution: Out of the entire sample population, males dominate with 70.2%, while females represent 29.8%. This gender imbalance may reflect broader trends in higher education administration, potentially indicating a higher representation of males in leadership and administrative roles within the participating universities, or it could be a specific characteristic of the sampled institutions or the roles that are more readily accessible for this type of study.
- B. Age Categories: The age distribution shows that most participants are in the mid to senior levels of their careers. The majority fall within the 35-44 (44.7%) and 45-54 (37.9%) age ranges, with a smaller group in the 55 and above category (12.6%). Remarkably, there are no participants in the 25 and below age group, and only a small portion (4.9%) in the 25-34 age range. This shows that the sample mainly consists of experienced professionals in higher education administration, which aligns well with the focus of study on leadership and governance.
- C. Position in the University: The distribution reveals numerous positions that exist within university administrative departments. Department Heads make up the largest group (33.7%), followed by Administrative Staff (26.0%), and Vice Deans and 'Other' roles (both at 15.4%). Deans are also

represented (9.6%). This range of positions adds depth to the study, offering insights from various levels of the administrative hierarchy and perspectives on governance and leadership practices across different areas of the university.

- D. **Years of Experience:** The survey revealed that half of the sample (50%) has wide-ranging experience in higher education administration, with the largest group having more than 16 years of experience. The next largest group is made up of respondents with 11-15 years of experience (20.2%), followed by those with 5-10 years (16.3%) and less than 5 years (13.5%). Having many experienced individuals in leadership positions brings significant value because they provide practical insights regarding governance challenges in higher education.
- E. **Types of Institution:** The sample includes participants from both public (67.0%) and private (33.0%) universities, with a higher representation from public universities.

#### 4.2 Analysis of Study Constructs and Hypothesis Testing

To assess the views of the study population on the identified constructs, a detailed analysis was done for each axis. Following this, hypothesis testing was conducted to find the relationships between these constructs. The results of these analyses are shown in the sections below:

- ✓ Is there a statistically significant direct relationship between overall transformational leadership and overall higher education governance?
- ✓ Is there a statistically significant direct relationship between the specific dimensions of transformational leadership and the specific dimensions of higher education governance?
- ✓ Does overall transformational leadership have a statistically significant positive impact on overall higher education governance?
- ✓ Do the specific dimensions of transformational leadership have a statistically significant positive impact on overall higher education governance?

**First hypothesis:** Is there a statistically significant direct relationship between overall transformational leadership and overall higher education governance?

Null hypothesis (H0): There is no significant direct correlation between transformational leadership and higher education governance at a significant level (0.05)

-Alternative hypothesis (H1): There is no significant direct correlation between transformational leadership and higher education governance at a significant level (0.05)

According to Table 2, the Pearson correlation analysis showed a strong positive relationship between transformational leadership and higher education governance, with a correlation coefficient of 0.867 ( $p < 0.001$ ). This means that higher levels of transformational leadership are significantly linked to better governance practices in higher education institutions. The relationship receives strong statistical confirmation through its p-value, which reaches 0.000 ( $p = 0.000$ ). We can reject the null hypothesis because of these findings.

**Table 3. Relationship**

Relationship between	Pearson Correlation	Sig(p-value)
transformational leadership - higher education governance	0.867	0.000

Source: Prepared by Researchers based on the results of statistical analysis

**Second hypothesis:** Is there a statistically significant direct correlation between the specific dimensions of transformational leadership and the specific dimensions of higher education governance?

- Null hypothesis (H0): There is no significant direct correlation between the dimensions (transformational leadership and higher education governance) at a significant level (0.05)
- Alternative hypothesis (H1): There is a significant direct correlation between the dimensions (transformational leadership and higher education governance) at a significant level (0.05)

Results from Table 3 indicated that each dimension of transformational leadership (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration) has a significant positive relation to elements of higher education governance (Decision-Making Process, Policy Development, Institutional Performance, and Effectiveness and Efficiency). The analysis confirmed every correlation as significant with a 0.01 level of statistical significance. The elements of transformational leadership were strongly correlated, especially between Intellectual Stimulation and Individual Consideration ( $r = 0.855$ ,  $p < 0.001$ ). Similarly, the governance dimensions also showed strong relationships, with the highest correlation between Institutional Performance and Effectiveness and Efficiency ( $r = 0.810$ ,  $p < 0.001$ ).

The dimensions of transformational leadership, particularly Individual Consideration, showed the strongest correlations with governance outcomes like Policy Development ( $r = 0.795$ ,  $p < 0.001$ ) and Institutional Performance ( $r = 0.788$ ,  $p < 0.001$ ). These findings suggest that transformational leadership, especially by promoting innovation and providing personalized support, plays a key role in improving decision-making, policy development, institutional performance, and overall efficiency in higher education governance. The results highlight the importance of developing transformational leadership qualities to boost governance structures and attain greater institutional effectiveness.

**Table 4. Correlation**

Pearson Correlation		Transformational Leadership				Higher Education Governance			
		Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Decision- Making Process	Policy Development	Institutional Performance	Effectiveness and efficiency
Transformational Leadership	Idealized Influence	--							
	Inspirational Motivation	.838**	--						
	Intellectual Stimulation	.745**	.831**	--					
	Individual Consideration	.749**	.829**	.855**	--				
Higher Education Governance	Decision- Making Process	.654**	.753**	.764**	.802**	--			
	Policy Development	.636**	.747**	.750**	.795**	.722**	--		
	Institutional Performance	.645**	.732**	.784**	.788**	.751**	.817**	--	
	Effectiveness and efficiency	.627**	.682**	.758**	.765**	.736**	.814**	.810**	--

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

Source: Prepared by Researchers based on the results of statistical analysis

**Third hypothesis:** Does overall transformational leadership have a statistically significant positive effect on overall higher education governance?

- Null hypothesis (H0): Transformational leadership has no statistically significant positive effect on higher education governance at a significance level of 0.05
- Alternative Hypothesis (H1): Transformational leadership has a statistically significant positive effect on higher education governance at a significance level of 0.05.

This study explored the impact of Transformational Leadership on Higher Education Governance. Using a simple linear regression model, Transformational Leadership was treated as the independent variable, while Higher Education Governance was the dependent variable. The coefficient of determination ( $R^2$ ) was calculated, and the statistical significance of the regression model was tested at an alpha level of 0.05. The complete results of the regression analysis can be found in Table 4.

**Table 5. Regression Model**

DV: Higher Education Governance	Coefficients	t.	sig	F	sig	R2
Constant	0.227	1.284	0.202	307.375	0.001	0.751
Transformational Leadership	0.876	17.532	<.001			

Source: Prepared by Researchers based on the results of statistical analysis

According to Table 5, the regression analysis shows a robust and statistically significant relationship between Transformational Leadership and Higher Education Governance. The coefficient for Transformational Leadership is 0.876, meaning that for every unit increase in transformational leadership, higher education governance increases by 0.876 units. The t-statistic for Transformational Leadership is 17.532 ( $p < 0.001$ ), confirming that this predictor is significant. Additionally, the model's F-statistic of 307.375 ( $p = 0.001$ ) supports the overall significance of the regression, and the R-squared value of 0.751 indicates that 75.1% of the variation in higher education governance can be explained by transformational leadership. These results highlight the strong impact of transformational leadership on governance in higher education institutions. Therefore, we reject the null hypothesis.

**Fourth hypothesis:** Do the specific dimensions of transformational leadership have a statistically significant positive effect on overall higher education governance?

- Null Hypothesis (H0): The dimensions of Transformational Leadership do not have a significant positive impact on Governance of Higher Education at a significant level (0.05).
- Alternative Hypothesis (H1): The dimensions of Transformational Leadership have a significant positive impact on Governance of Higher Education at a significant level (0.05).

This study observed how the different dimensions of Transformational Leadership affect Higher Education Governance. Using a stepwise linear regression model, the dimensions of Transformational Leadership were treated as the independent variables, with Higher Education Governance as the dependent variable. The coefficient of determination ( $R^2$ ) was calculated, and the statistical significance of the regression model was tested at an alpha level of 0.05, incorporating the findings from the diagnostic assumption tests.

Before interpreting the multiple linear regression results, the underlying assumptions of the model were assessed. Visual inspection of the scatter plots of residuals against each independent variable (Individual Consideration and Intellectual Stimulation) in Figure 1 showed no discernible patterns, suggesting that the assumptions of linearity and homoscedasticity were met.

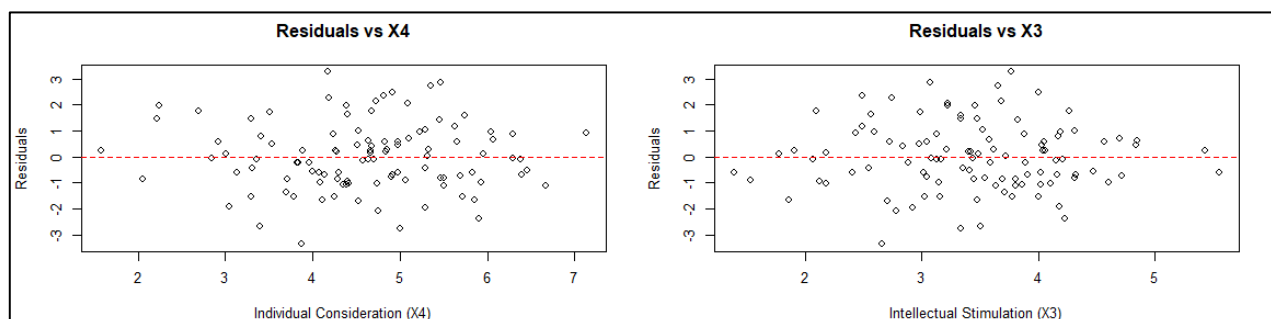


Figure 1: Scatter plots of residuals against each independent variable

Furthermore, the studentized Breusch-Pagan test for homoscedasticity yielded a non-significant result (BP = 1.049,  $df = 2$ ,  $p = 0.592$ ), indicating that the variance of the residuals was constant across the predicted values. Additionally, the Shapiro-Wilk normality test on the residuals was non-significant ( $W = 0.992$ ,  $p = 0.811$ ), confirming that the residuals were approximately normally

distributed. These diagnostic checks affirm the suitability of the data for multiple linear regression analysis, supporting the reliability and validity of the estimated coefficients. The detailed results of the regression analysis are shown in Table 5.

**Table 6. Regression Model**

Regression Models	Independent Variable(s)	B	t-value	Sig. (t)	R <sup>2</sup>	F-statistic	Sig. (F)
Simple Regression Models	1 Idealized Influence (X1)	0.643	9.961	<0.001	0.49	99.23	<0.001
	2 Inspirational Motivation (X2)	0.796	13.44	<0.001	0.64	180.63	<0.001
	3 Intellectual Stimulation (X3)	0.771	15.564	<0.001	0.70	242.23	<0.001
	4 Individual Consideration (X4)	0.792	17.355	<0.001	0.75	301.20	<0.001
Stepwise Regression Models	Individual Consideration (X4)	0.501	6.132	<0.001	0.78	183.37	<0.001
	Intellectual Stimulation (X3)	0.341	4.162	<0.001			

Source: Prepared by Researchers based on the results of statistical analysis

The stepwise regression analysis in Table 6 shows that the overall model significantly predicts higher education governance, with an F-statistic of 183.37 ( $p < 0.001$ ) and an R<sup>2</sup> value of 0.78, meaning that 78% of the variance in governance is explained by the dimensions of transformational leadership (Individual Consideration and Intellectual Stimulation). Among the predictors, two dimensions—Intellectual Stimulation ( $B = 0.341$ ,  $p = 0.001$ ) and Individual Consideration ( $B = 0.501$ ,  $p < 0.001$ )—were found to be statistically significant and positively related to higher education governance. Individual Consideration had the strongest positive effect (Beta = 0.501), suggesting that leaders who offer personalized support have a particularly strong influence on governance effectiveness. While, the remaining dimensions, Idealized Influence ( $p = 0.578$ ) and Inspirational Motivation ( $p = 0.111$ ), no longer demonstrated statistically significant unique effects on Higher Education Governance. Their exclusion from the final model, despite their individual strong correlations (as evidenced in simple regression analyses), suggests that their predictive variance is largely accounted for by the combined influence of Individual Consideration and Intellectual Stimulation.

## 4. Conclusion and Recommendations

### 5.1. Conclusion

The research establishes reliable measurements, as demonstrated by Cronbach's alpha values, which indicate excellent internal consistency for both the Decision-Making Process and Institutional Performance, with values of 0.916 and 0.910 respectively. These results confirm that the measurement scales are reliable and suitable for assessing the intended constructs.

In terms of demographic characteristics, the collected sample was predominantly male, representing 70.2% of respondents, while females accounted for 29.8%. This reflects a gender distribution in higher education administration where males occupy the majority of leadership positions compared to females.

Regarding professional experience, the findings show that half of the participants (50%) have at least sixteen years of experience in educational administration across various levels of higher education. Participants with 11 to 15 years of experience represent the second largest group at 20.2%, followed by those with 5 to 10 years of experience at 16.3%, while 13.5% have less than five years of experience. This indicates that a significant proportion of respondents are long-serving professionals, providing valuable insights into leadership, governance, and institutional performance in higher education.

Furthermore, the sample consisted mainly of participants from public universities, accounting for 67.0%, while private universities represented 33.0%. In terms of administrative positions,

Department Heads formed the largest group at 33.7%, followed by Administrative Staff at 26.0%, while Vice Deans and other leadership roles together accounted for 15.4%, and Deans represented 9.6%. This distribution reflects a diverse range of administrative perspectives across different levels of university governance.

The research findings also indicate a strong positive relationship between transformational leadership and higher education governance, with a correlation coefficient of 0.867 ( $p < 0.001$ ). These results suggest that transformational leadership is significantly associated with improved governance practices, enhancing institutional effectiveness, strategic decision-making, and innovation orientation. Among the leadership dimensions, Individual Consideration showed the strongest positive association with governance effectiveness (Beta = 0.486).

Overall, the findings highlight transformational leadership as a key factor in strengthening governance systems, improving institutional outcomes, and supporting effective decision-making in higher education institutions. In particular, transformational leadership behaviours, especially through individualized consideration and support for development, represent an important approach for building strong governance frameworks that contribute to long-term institutional success.

## 5.2 Recommendations

This research study produces various essential recommendations that aim to boost leadership effectiveness, together with governance in higher education institutions:

- **Supporting Leadership Gender Diversity:** Universities must support the increase of women in leadership positions at different academic levels and administrative functions since university settings include male and female students equally. Universities that promote gender inclusivity will gain better decision-making outcomes because they bring diverse perspectives within their governance structure.
- **Encouraging the Development of Leadership through Activities:** Organizational leaders must take part in leadership and governance conferences and seminars to develop their leadership skills actively. Strategic decisions and institutional management gain strength when university leaders experience best practices from around the world.
- **Providing Critical Thinking Culture:** The educational institution must develop a culture dedicated to intellectual query alongside creative thinking and innovative problem-solving variables. Educational institutions experience better institutional progress and achieve academic excellence by developing critical thinking among their community members.
- **Working on Updating the Higher Education Rule and Regulation:** The evaluation and periodic updating of higher education policies, together with rules and regulations, is fundamental to maintain institutional policies which stay both significant and functional with present challenges and international standards.
- **Matter the Advisory Council Role:** Universities must improve the functionality of advisory councils to make them active participants in important decision-making at the institution. The involvement of expert professionals together with academic experts brings essential insights that lead to institutional advancement.
- **Financial and Administrative Process Transparency:** University transparency standards applied to both financial operations and administration allow stakeholders to build trust and receive better accountability and institutional integrity.
- **University Communication Channel Improvement:** University communication requires enhancements through better links between leaders and their teams, including faculty members, students, and administrative staff, for building an inclusive collaborative culture. Better communication methods help faculty members develop trust-based relationships, which enable both parties to participate in shared governance.
- **Organizing Training Program for Higher Education Leaders:** University leaders must implement framework-based training systems which teach transformational leadership capabilities to their

personnel. Institutional change alongside inspiration and motivation can be improved through the implementation of suitable training programs.

- Supporting Transformational Leadership in Higher Education Institutions: Higher education management should support university leaders who commit to transformational leadership through their ability to provide visionary leadership combined with innovative practices, while giving personalized support to their faculty and staff members. The employment of this leadership approach generates positive effects on both institutional performances together with governance operational excellence.
- To conclude the above-mentioned point, establish essential actions which universities need to perform to escalate their leadership development, strengthen governance mechanisms, and build an accountable and innovative learning environment.

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**کاریگه‌ری سه‌رکردایه‌تی ئالوگۆرکار له‌سه‌ر هوکمرانی خویندنی بالا**  
تویژینه‌وه‌یه‌کی شیکارییه‌ی بۆ بۆچوونی کارگێڕانی زانکۆکانی پارێزگای هه‌ولێر

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**پوخته**

به‌کارهێنانی هوکمرانی خویندنی بالا له‌ رێگه‌ی سه‌رکردایه‌تی ئالوگۆرکار پێگه‌یه‌کی گه‌رنج به‌ ده‌ستده‌هێنیت بۆ باشترکردنی ئه‌دای کارکردن له‌ دامه‌زراوه‌کانی زانکۆ. بانه‌ماکانی سه‌رکردایه‌تی ئالوگۆرکار یارمه‌تی زانکۆکان ده‌ده‌ن له‌ رێگه‌ی پرۆسه‌یه‌کی ریکخراوو کاریگه‌ر بگه‌نه‌ ئامانجه‌ ستراتیژییه‌کانیان. ئه‌م تویژینه‌وه‌یه‌ له‌ روه‌ی کردارییه‌وه‌ سه‌رکردایه‌تی گۆڕانکاری له‌سه‌ر هوکمرانی خویندنی بالا هه‌لده‌سه‌نگینیت له‌ رێگه‌ی به‌دواداچوونیک له‌ نێو کارگێڕانی زانکۆکانی هه‌ولێر له‌ هه‌ریمی کوردستان - عێراق. تویژینه‌وه‌که‌ سه‌رکردایه‌تی گۆڕانکاری له‌سه‌ر گۆڕاوی سه‌ر به‌خۆ نوینه‌رایه‌تی ده‌کات که‌ کاریگه‌ری خه‌یالی له‌گه‌ڵ پانه‌ریکی ئیله‌هامبه‌خش له‌گه‌ڵ هاندانی هزری و ره‌چاوکردنی تاکه‌که‌سه‌ی له‌خۆده‌گریت. تویژینه‌وه‌که‌ لیکۆلینه‌وه‌ له‌ هوکمرانی خویندنی بالا ده‌کات وه‌ک هوکمرانی وابه‌سته‌کراو خۆی له‌ رێگه‌ی چوار ره‌هه‌ندی بانه‌رتیه‌وه‌ نوینه‌رایه‌تی ده‌کریت که‌ بریتین له‌ پرۆسه‌ی بریاردان له‌گه‌ڵ په‌ره‌پێدانی سیاسه‌ت و کاریگه‌ری و کارایی دامه‌زراوه‌ی. تویژینه‌وه‌که‌ فۆرمیکی راپرسی به‌کارهێناوه‌ بۆ کۆکردنه‌وه‌ی زانیارییه‌کان که‌ به‌سه‌ر (393) که‌سه‌ دابه‌شکراوه‌، به‌لام (106) که‌سه‌ وه‌لامیاندايه‌وه‌.. ئه‌نجامه‌کانی تویژینه‌وه‌که‌ سه‌باره‌ت به‌ په‌یوه‌ندییه‌کانی سه‌رکردایه‌تی له‌ نێوان سه‌رکردایه‌تی ئالوگۆرکار و کاریگه‌ری هوکمرانی یارمه‌تی دامه‌زراوه‌کان و داڕێژه‌رانی سیاسه‌ت ده‌ده‌ن که‌ ده‌ره‌نجامه‌ بنیاتنه‌ره‌ به‌ره‌چاوه‌کان ده‌ره‌یه‌ن، تویژینه‌وه‌که‌ پێشنیاری پشتگیرکردنی هه‌مه‌جۆری جینده‌ری سه‌رکردایه‌تی کردووه‌: زانکۆکان پشتگیری له‌ زیادکردنی ژنان بکه‌ن له‌ پۆسته‌ سه‌رکردایه‌تییه‌کان له‌ ئاستی ئه‌کادیمی و ئه‌رکه‌ کارگێڕیه‌ جیاوازه‌کاندا، له‌به‌رئه‌وه‌ی شوینه‌کانی زانکۆ خویندکارانی نێر و م‌ی به‌ یه‌کسانی له‌خۆده‌گرن. ئه‌و زانکۆیانه‌ی که‌ گشتگیری جینده‌ری به‌ره‌وپێش ده‌به‌ن، ده‌رئه‌نجامی بریاردانی باشتر به‌ده‌ست ده‌هێنن، چونکه‌ دیدگای جۆراوجۆر ده‌هێننه‌ ناو پێکهاته‌ی هوکمرانی خۆیانه‌وه‌.

**وشه‌ی سه‌ره‌کییه‌کان:** سه‌رکردایه‌تی، سه‌رکردایه‌تی ئالوگۆرکار، هوکمرانی خویندنی بالا.

**أثر القيادة التحويلية على حوكمة التعليم العالي**

دراسة تحليلية لآراء إداريي الجامعات في محافظة أربيل

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**الملخص**

تتلقى حوكمة التعليم العالي تعزيزاً حيوياً من خلال القيادة التحويلية لتحسين الأداء في المؤسسات الجامعية. تساعد مبادئ القيادة التحويلية الجامعات على تحقيق أهدافها الاستراتيجية من خلال عمليات منظمة وفعالة. يقيم هذا البحث ممارسات القيادة التحويلية في حوكمة التعليم العالي من خلال دراسة للمسؤولين العاملين في المؤسسات التعليمية في أربيل إقليم كوردستان - العراق. تُعرّف الدراسة القيادة التحويلية كمتغير مستقل يتضمن التأثير المثالي مع الدافع الملهم إلى جانب التحفيز الفكري والاعتبار الفردي. يبحث البحث في حوكمة التعليم العالي كعامل تابع لها من خلال أربعة عناصر أساسية تشمل عملية صنع القرار إلى جانب تطوير السياسات وفعالية المؤسسات وكفاءتها. استخدم البحث استبيانات منظمة لجمع البيانات تم توزيعها على (393)، لكن (106) مستجيباً. تساعد نتائج البحث المتعلقة بالعلاقات القيادية بين القيادة التحويلية وفعالية الحوكمة المؤسسات وصانعي السياسات على استخلاص استنتاجات بناءة مهمة، أوصت الدراسة بدعم التنوع بين الجنسين في القيادة: يجب على الجامعات دعم زيادة تمثيل المرأة في المناصب القيادية على مختلف المستويات الأكاديمية والوظائف الإدارية، نظراً لأن البيئات الجامعية تشمل الطلاب والطالبات على قدم المساواة. ستحقق الجامعات التي تعزز الشمول بين الجنسين نتائج أفضل في صنع القرار بفضل تنوع وجهات النظر في هيكلها الإداري.

**الكلمات المفتاحية:** القيادة، القيادة التحويلية، حوكمة التعليم العالي.