



Research Article

© 2024 Maytha Al-Ali.
This is an open access article licensed under the Creative Commons
Attribution-NonCommercial 4.0 International License
(<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 15 February 2024 / Accepted: 30 April 2024 / Published: 5 May 2024

Higher Education Management Polity

Maytha Al-Ali

College of Business,
Zayed University,
Dubai

DOI: <https://doi.org/10.36941/ajis-2024-0094>

Abstract

To find out the main elements of the newly adopted management model and the level of application of indigenous and western models and principles, and also to investigate the generalization of education aspects and values in contexts other than their initial ones, we carried out such a study in three federal universities of the United Arab Emirates. Besides the vital nature of the questions to the United Arab Emirates, these interrogate the most troubling yet classic issues afflicting the Gulf and developing states alike. The outcomes show that hegemonic western approaches to higher education management subverts the unique cultural and religious traditions of the UAE that correlates with the local and national tourism environments. These comparative components were spread and controlled by the international higher education exchange culture that was not mandatory but rather, shared. A global higher education system plays an important role in preserving and spreading a standard culture to all states in the world.

Keywords: Higher Education, Management Polity, United Arab Emirates

1. Introduction

In the last 20 years, higher education has been at the highest rate of growth in developing countries (Tunnermann, 1996). In developing countries, education is believed to be critical to both social and economic improvement. In the process, "materially impoverished" countries can become information-rich ones enabled to use knowledge for the advance of their economies (Naidoo, 2007). One indication of how significant higher education has become is the rise in the number of these institutions in emerging nations. Eventually, post independence Indian universities that only numbered 27 grew to having over 200 universities today (T.K. Gill, 2000). The UAE witnessed a dramatic rise in the number of higher education institutions; one in 1976 to 99 today (UAE interact, 2022). The UAE higher education system has seen a significant progress since the country has been federated in 1971. In 1977, United Arab Emirates University came into being which became the first national university in the country with Egypt's assistance in terms of personnel and educational advisory (Findlow, 2005). All UAE nationals now benefit from free access to public higher education, which is a first (Gaad, 2001). American consultants transformed the reality of higher education in the UAE during the 1980-90s. HCT and ZU are two cases of the organizations established for the sole purpose of meeting all the defining features of a federal higher education institution.

Undoubtedly, federal higher education in UAE not only shapes but also determines the

country's future prospects. Additionally, it can be well mentioned that the world higher education polity probably acts as the foundation to the shared culture of the UAE system of higher education. Emiratisation is an issue of national security. As a result, knowing the distinctiveness of the model of higher education adopted on a federal level in the UAE and how far it is reflected in western and native ones is very vital. Finally, it is also important to acknowledge that Western-oriented theories, attitudes, and policy instruments that operate in diverse languages, cultures and belief systems are valid. This model has been introduced in UAE federal universities to illustrate the main components and proportions of the newly established model which uses values and ideas from western and indigenous models. This study covers a wide scope of college development aspects, which include sociocultural and organizational ones. The questions of research are applicable not only to UAE but also to the other Gulf countries and other developing nations where the problems tend to have the similar nature.

This study was designed to explore the significant characteristics of the federal higher education management model in the United Arab Emirates, a developing country, along with the determinants that contributed to its establishment. Moreover, the research addresses the relevance of the World Polity theory by differentiating the core aspects of the developed and Western, federal higher education model of United Arab Emirates and the North American model. There is currently a deep and multifaceted institutional transformation taking place within the United Arab Emirates including the deinstitutionalization of the deeply embedded Egyptian policies and value systems that have been in effect since the time of the country's federation. These procedures consist of: reconciling, adjusting, translating and taking-in the new with the old, the higher education system's national characteristics with the new pressures of globalization, the structural and cultural features of each institution with the new requirements and orders. In addition, they often bring in different extents of resistance, controversies or conflicts in the fields of autonomy, innovation and governance.

The main intention of this research is understanding how the cultures of three Emirati higher education institutes intertwine with the Western culture, focusing on the American one. The research relies on world polity theory to illustrate this relationship, and utilizes mixed-method research approach for fieldwork. The three federal universities, i.e., UAEU, HCT, and ZU, have been paving the way for the formation of a modern federal higher education sector in the United Arab Emirates. This study aims to confirm the universality of the shared values of higher education and to identify the main aspects of the new educational profiles, as well as the extent to which these profiles are related to indigenous and western models and principles.

1. Describe the key features of the recently developed federal higher education model in the United Arab Emirates and explain its emergence.
2. Which higher education model or models have the federal higher education institutions in the United Arab Emirates adopted?

2. Significance of the Study

Globalization has had a great effect on the higher education systems. Along with other important higher education changes like funding, access, and availability, globalization has become a major issue. For the other side of the argument, opinions on the definition of globalization and its implications for education, especially higher education, are divided. Although the structure of such a network is seldom studied, world polity research suggests that states are formed through immersion in the international organizational network. The more difuzed the structure of the global polity is becoming with exclusivist rather than universalist intergovernmental institutions being the main reason for that.

Therefore, the polity has been split, undone, tangled up and even less "small-world" imbedded than ever before. This structure denotes a trend in the process of recent globalization of the world polity, though most research in the field of higher education has been carried out in developed countries and within a western context only a few studies have been reported in the context of the

Middle Eastern countries such as the UAE. However, there have been a few studies which sought to explore these issues especially on the effects of global higher education policy on the new federal universities in the United Arab Emirates. One of the most recent cases is the foundation of Zayed University. The current research is an intact study for the higher education institutions in a developing country, the UAE. It fills the gap and contributes to the literature that is barely available in this area. The study is on college growth and is on the organizational and sociocultural aspects as well. It gives in detail the concrete procedures that are being used by the UAE institutions. The Research Questions not only are important for the United Arab Emirates but also are a topic of interests in the fields of study of the research community in the Gulf region and other developing areas. Therefore, this study will contribute to the understanding of how globalization is connected with international higher education field. It will also have an impact on the policies of the regional, national and even institutional level. Various constraints will also be tackled by the study.

3. Research Methodology

The three federal institutions used an interpretive case study methodology to look into the aforementioned research concerns. The following nine major themes from the literature were the focus of the study:

- university vision, goals and mission.
- the university governance, regulations, by-laws and policies.
- profiles of university systems and administration;
- universities' curricula and faculty profiles.

Four primary instruments were utilized to get data from several sources: questionnaires, interviews, documentation, and observation. These instruments are employed to guarantee the validity and consistency of the outcomes. Bonoma (1985) stressed that the use of a multiplicity of methods for data gathering from different sources leads to a clearer picture of the phenomenon than by any other means could have been possible. Presidents, vice-presidents and provosts were among the senior administrators and officers who were selected for in-depth interviews of 18 people in the college. Each of the university did the interview of six (6) ... The 200 questionnaires were distributed to teachers, students, and administrators across the three sites in addition to the interviews. 60 by HCT, 70 by UAEU, and 70 by Zayed University respectively. In particular, the study totaled over 400 hours of observation and documentary assessment to strengthen the validity of the conclusions. The research tools were designed so as to prevent cognitive bias where the researcher was also a leader of one of the three case study institutions (Creswell, 1998).

4. Literature Review

4.1 Theories

Many theories try to explain the development of higher education with the aim of understanding better its effect on a global scale. Thus, we will briefly cover some theories on this topic in the following sections. Then, we will explore other theories that will be our main topic for now.

4.1.1 Higher Education Expansion Theories

Functionalist theory: According to the functionalist view, demand for higher education investment is both collective and individual, and that demand is driven by national economic progress. Globally, controlling the periphery countries requires the core countries' higher education systems to grow. However, this theory has not received much empirical or theoretical support. As alternatives to functionalism, the institutional and conflict theories have surfaced (Meyer & Schofer, 2006).

Human capital According to human capital theory, increasing educational opportunities and the need for skilled labor are related. Stated differently, there exists a connection between the evolving nature of the labor market and the shifting demands for particular employment roles. The number of individuals pursuing higher education will rise in tandem with returns on educational investment.

In light of real facts showing that the supply of highly educated individuals has surpassed the demand, the conflict theory and the world system theory have questioned this assumption (Becker, 1964; Blaug, 1970; Freeman, 1976; Mincer, 1958; Schultz, 1961 as cited in Tian, 1996).

World system theory/Institutional Theory According to world system theory, the state is the primary institution in contemporary countries in charge of fostering social progress and nation-building. However, individual efforts will determine how those aims are really implemented. For instance, more educational opportunities are the result of governmental and individual collaboration. The focus of world system theory is on the state and its role in educational expansion, while acknowledging that individuals may play a role as well. The institutional theory connects shifts in social models to shifts in national development, planning, and human rights growth as well as democracy. For nations closely associated with these global models, the national growth of higher education happens more quickly (See Meyer et al. 1997; Ramirez & Rubinson 1979; Ramirez & Boli-Bennett 1982 as referenced in Tian, 1996). Details are included after this.

Conflict theory: According to the conflict theory, ethnic groups' rivalry for dominance and status is what leads to the growth of education. As education becomes a more significant component of social standing, societies will seek for more and more education, leading to a rise in the number of credentials. (Schofer, 2005 cites Collins, 1971, 1979 as well as Tian, 1996; Bourdieu & Passeron, 1977; Boudon, 1974).

4.1.2 Higher Education Globalization Theories

The Glonacal Agency Heuristic: A model that takes into account factors at the local, national, and international levels was developed by Marginson and Rhoades (2002). This explains the first part of the term "Glo-na-cal Agency Heuristic." Additionally, "agency" is discussed in two senses by Marginson and Rhoades (2002). Firstly, a "agency" is a "organization," which might be local, national, or international. For example, departments within individuals and universities actors like teachers and pupils can be found in local level agencies, but national government organizations that create higher education policies at the national level are the primary members of organizations at the national level. "Agency" also refers to the capacity to act. Agencies and organizations at all levels possess the capacity to influence and mold the process of institutional globalization. In this sense, globalization is more of a process than a force, since agencies at many levels interact to make higher education-related institutions more international. Also, the framework is widened to consider the role played by national and local embedded layers of structures in the emerging patterns of global higher education. Nonetheless, the authors do not demonstrate how local organizations (universities) and national organizations (national governments) incorporate global patterns into existing structures, and the Globalization Heuristic of the Glonacal Agency also does not tell us where the global patterns of higher education began. Global trends can be spelled by World Culture (Meyer et al., 1997; Meyer, 2000) and concepts from New Institutional Theory, a theoretical predecessor of World Culture, account for "structures" and higher education institutions that, in fact, currently exist.

Allomorphy: A letter or collection of letters that represent the same grammatical property (such as adding the suffix "-s" or "-en" to nouns to make become plural, as in horses and oxen) is referred to as a "allomorphy," a word that originates from the study of languages. In the context of globalizing higher education, allomorphy refers to the formation of higher education structures that are somewhat different but still relatively similar. For example, the tendency of universities to establish several financing sources (e.g., competitive research grants, government backed research, university fund raising, contract research with corporations) is associated with university internationalization

(Clark, 1998; Slaughter & Leslie, 1997). There will be variations in the specific approaches that universities in different countries and even institutions in the same country employ while seeking various funding streams. According to Meyer et al. (1997), world models shape the structures and policies of nation-states and other rational and local entities in virtually all areas of reasoned social life, defining and legitimizing agendas for local action." This is how allomorphy conceptualizes globalization. Different organizations will react differently to similar isomorphic stresses that are encountered by similar organizations. "An organization's identity, conduct, and output are determined by how it strategically handles external demands and circumstances." (Vaira, 2004). Individuals and groups inside an organization translate isomorphic forces. Accordingly, organizations structure and model their actions in an active and innovative manner, even when they make use of an institutionalized template. Vaira develops the allomorphic framework for understanding globalization in higher education by fusing the divergence and convergence theses from the globalization literature.

4.2 World Systems Theory

In the 1970s, World Systems Theory gained traction as a rival to Modernization Theory (Hopkins & Wallerstein, 1977). Modernization Theory's underlying assumption is that nations will progress through comparable developmental stages. By examining a nation's current state of development and contrasting it with other nations that have previously passed through a comparable stage, one can forecast a nation's "development trajectory." As progress deviated from expected patterns, the Modernization Theory's underlying assumptions were called into doubt more and more. Specifically, Modernization Theory was unable to explain why development was lacking in some parts of the world. Because it may explain why some parts of the world continued to be chronically poor, World Systems Theory gained traction as an alternative to Modernization Theory (Hopkins, 1979). The world is maintained as regions, or areas, with different levels of economic activity, according to the premise of world systems theory (Hopkins & Wallerstein, 1982). World Systems Theory's prescriptive assumptions about the direction of impact are the main source of its shortcomings as an analytical framework for the study of higher education globalization. The notions of core and peripheral areas are predicated on the idea that developing nations are influenced by the core areas of the global economy, which modifies the political, social, and economic structures that impact higher education and sustains the underdevelopment of noncore areas. Research employing World Systems Theory postulate that the impact of core domains on peripheral domains is the cause of globalization. Current research on the issue is challenging the idea that globalization affects higher education in a unidirectional manner (see, for example, Levin, 2004; Musselin, 2004; Marginson & Rhoades, 2002; McBurnie, 2001; Mok, 2000). Deem, 2001.

World Polity: I now turn to world polity theory to understand the extent to which developing nations have historically borrowed from and emulated the higher education policies of high income countries, both in regard to the empirical focus of this thesis and going forward. The polity idea holds that from the mid-1800s, a rationalized global institutional and cultural order has emerged. States, organizations, and individual identities are shaped by models that are universally applicable. With the help of these globally applicable models, a global culture—a collection of values and norms that are applicable everywhere—continued to take shape and solidify into the foundation of global society. (Meyer and others, 1997).

Principles that range from state sovereignty to individual rights and rational growth have been developed by public authorities, business groups, and thinkers, mostly in the West. These principles are theoretically universally true. Particularly after World War II, international life developed a widespread cultural framework. Global movements and international gatherings also contributed to the validation of those concepts. This new phenomena of international living led to the adoption of common values and the establishment of similar institutions (such formal public education) by states with vastly diverse economic backgrounds, regardless of the principles' true value. [Meyer and others,

1997]. In actuality, this new global culture has been widely adopted. It has evolved into a shared legacy that is institutionalized worldwide and backed by numerous international organizations, not only those in the West. Polity is a "creation of value via continuous bestowment of authority" (Meyer 1980). It is composed of frames (rules) and the actors in the system are entities "constructed and motivated by encompassing frames" (Boli and Thomas, 1997). However, this does not mean that implementing global models will immediately result in a completely homogeneous world. The establishment of the culture under different circumstances will lead to significant local differentiation. Furthermore, areas are different in their interpretation of basic issues and the world's culture is not immune from the contradictions (Lechner, 2001). "Absent of central actor, nation-states are allocated both responsible and authoritative actor-hood by the culture of world society" (Meyer and colleagues, 1997). The power source of a global culture is the global culture itself, consisting of a set of broadly applicable models common for the participants of the global society and specifying its objectives and means of their achievement. Global polity is formed on common models accepted and recognized. It is not confined to any certain area. Additionally, a growing number of organizations like feminist groups, scientific associations, and those that set standards and those who supported environmental movements that contributed to the development and the use of this global culture (Lechner, 2001). The introduction of global models means that many institutions look the same in different contexts. It is argued that the world society process plays an important role in the cultural and associational aspects which lead to the nation-states identity, institutions and behaviors. States are actors who conduct all of their business through a bureaucratic system that is disconnected from society and culture, and its attention is directed largely at variables other than local ones, power, or functionality (Meyer et al. 1997).

" A model that takes into account factors at the local, national, and international levels was developed by Marginson and Rhoades (2002). This explains the first part of the term "Glo-na-cal Agency Heuristic." Additionally, "agency" is discussed in two senses by Marginson and Rhoades (2002). Firstly, a "agency" is a "organization," which might be local, national, or international. For example, divisions throughout universities actors like teachers and pupils can be found in local level agencies, but national government organizations that create policies regarding higher education during the national level are the primary members of agencies at the national level.

States are constituted by world culture as logical actors in the context of World Polity. Put differently, states are defined as entities that follow formal norms and are systematically organized. Nation-states emerge as "rationalized actors" due to the highly rationalized and universalistic nature of world culture (Meyer et al. 1997). States usually hold onto their position as sovereign entities once they are duly founded. The claim is that while global culture presses states into crystallization, their identity systems are extremely stable. Structurally, comparable models emerge when global models get institutionalized. As a result, nations adopt comparable public education programs, women's rights legislation, and environmental laws. It goes without saying that a state's organizational structure may have nothing to do with the real requirement, which is why it's critical to distinguish between "formal models and observable practices" (Meyer et al. 1997).

World politics directly authorizes a range of organized interests and roles within nation-states. Environmental organizations can demand transparency from states, whereas nationalist organizations can assert their legitimacy based on global cultural norms. Many domestic actors are sustained by global models. International non-governmental organizations uphold, exemplify, and clarify universal values. They are " founded on the universalist, individualist, logical voluntaristic authority, progress, and global citizenship world-cultural ideals " (Boli as well as Thomas, 1997). Naidoo (2011) asserts that the state has evolved into what Cerny (1990) dubbed the "competition" state, whose policies are designed to minimize welfare state activities while promoting, controlling, and maximizing profits from market forces in global contexts. At the subnational, national, supranational, and transnational levels, state capacities are rearranged.

As a result, they share beliefs and practices that were considered local or national decades ago. For instance, the Bologna process has brought together over 40 European and Asian nations to

implement similar changes in higher education. Foreign groups now have a significant influence on educational policies (Jacobi, 2005). According to certain scholars, industrialized nations are not the only ones that engage in non-national goal-setting and policy formation (Jacobi & Rusconi, 2005; Kai Ming et al, 1999; Dodds, 2001). Developing nations have been obliged to adhere to the World Bank's education policies for several decades in order to be granted credit (Jones, 1992; Rose, 2003).

Universities have never been strictly seen as primarily local institutions supported by particular political and economic purposes. Higher education has always been impacted by a far larger cultural and civilizational aim. Theories that highlight unique regional or even national characteristics are unable to explain the post-World War II global upsurge in higher education. This expansion is obviously in line with global regulations and globally adaptable universities. Globally, higher education is becoming more and more uniform. Universities become more similar in terms of their objectives and programs for achieving them, even while communities and nations differ in terms of resources and customs. There are two ways to look at the connection between education policy and the knowledge society: first, as a causal tale directly related to lifelong learning (Stone, 1989); and second, as we contend in this thesis, by extending the policy to other nations that consider themselves to be a member of the knowledge society (Jacobi, 2005).

Prior to the 1980s, rich countries provided technical support to the third world in higher education; today, the field is becoming more and more globally competitive. Global programs, degrees, campuses, and accreditation requirements have replaced national higher education paradigms transplanted into a chosen nation and individual mobility. Globally, the higher education landscape has changed to encompass initiatives like internationalizing curricula, forming international organizations, and forming university consortiums at the regional and international levels. International, regional, and global organizations apply pressure on national policy, character, and identity as well as the factors, policies, and practices guiding the internationalization of higher education across different nations (Jacobi, 2005).

Higher education is increasingly viewed as a vital catalyst for economic advancement as each nation's competitive advantage in the global economy is built on information, particularly knowledge pertaining to science and technology, and innovation (Carnoy, 1994). Higher education is increasingly being utilized to demonstrate socio-political and cultural impact in regional and global contexts (Naidoo, 2007). One way to look at higher education is as a global framework whose essence has been institutionalized over several centuries. Although the meaning of concepts like "student," "professor," "university," and "physics" may be somewhat influenced locally, they also have a significant historical and worldwide importance. Many of the traits and impacts of higher education in contemporary society can be understood by considering it as an institution (Meyer, et al., 2006). The development of higher education in the United Arab Emirates and the extent of indigenous and western influences may thus be conceptually analyzed in crucial ways according to the World Polity theory and all of its variations.

4.3 Criticism of World Polity

Many connected criticisms of World Polity have surfaced over time. In an attempt to move the conversation along, we address them below.

The assumption made by world polity theory that the norms of world polity will be seamlessly transferred to global players is criticized for not always being realistic (Finnemore, 1996). Additionally, it makes the assumption that globalization is completely understood and explicable, despite the reality that it is merely the result of the fusion of local values with those of other cultures to produce something entirely new (Finnemore, 1996). This is where world culture theory diverges from world polity theory: rather than merely adopting the positions put out by the global government, players create their own identities in reference to the larger global cultural norm (Drori, et al, 2003). Studies on globalization typically place a strong emphasis on national markets, nation-states, and higher education institutions. Moreover, local elements like long-standing university

norms that make institutions resistant to change and the discussion of international organizations that have an influence on domestic higher education are frequently left out of analyses of higher education globalization. Rather, they usually chart all changes in terms of the interactions between national governments and universities. The following are the primary objections to the World Polity theory: It is a normative and/or teleological perspective akin to modernization theory; it predicts that everything will diffuse; it explains government policies—but not life "on the ground"; it falls short in addressing actors or "agency"; it ignores power; and it fails to explain the genesis of cultural forms or changes in culture. The primary objections to World Polity. The following are the primary objections to the World Polity theory: It is a conventional and/or philosophical perspective akin to modernization concepts; it predicts how everything will diffuse; it discusses government policies—but not life "on the ground"; it falls short in addressing actors or "agency"; it ignores power; and it fails to adequately address the genesis of cultural forms or cultural change. The survey does note, however, that UAE citizens do not appear to be unsure about their cultural identity; rather, they feel that they are a comfortable blend of several cultures and are not divided between them.

Notably, the United Arab Emirates' present higher education system is very new and is split into two sectors: the publicly financed sector and the privately funded sector. It is possible to describe the existing system as including both traditional socio-cultural characteristics and components of a western paradigm. As of right now, public education is provided in classrooms with just one gender and no foreign students (Gaad et al., 2006). With the intention of "establishing the UAE as a major knowledge-based economy," it is clear that the UAE is committed to higher education (Chaudhury, 2004). It has already changed in three significant ways: by making English the primary language of education, by guaranteeing access, and by offering choices. A major shift is currently underway, with a focus on quality in higher education, enhancing secondary school students' enthusiasm and readiness for further education and self-study, and guaranteeing that higher education satisfies the demands of the labor market (Wagie and Fox, 2005). The public university system is highly uniform because of its shared financing source, faculty and student profiles, and governing structure.

5. HE Policy, Challenges and Strategic Direction

Even though UAE higher education has successfully changed to offer English language instruction, choice, and accessibility, a number of issues still exist and have prompted the need for a fresh transformation. Initially, the focus of education must shift from memorizing to critical thinking, creativity, and self-directed learning. Second, in order to better prepare students for higher education, the English, science, and math curricula in the UAE's elementary and secondary education systems need to be improved. Third, there should be a sizable number of Emirati teachers in the classrooms to lessen the need on foreign educators and to inspire Emirati students to pursue further education. Fourth, higher education should prepare students for increasingly technically demanding occupations in the private sector, as opposed to the historically non-technical public sector posts (Wagie and Fox, 2005).

In the Arab world, science and engineering-related research and education are not highly recognized. For example, among the 35 accredited universities in the United Arab Emirates, just six (three federal and thirty-two non-federal) offer engineering programs, and none of them provide PhDs in science or engineering (Wagie and Fox, 2005). Furthermore, according to Ministry statistics, less than 5% of UAE high school students are prepared to enroll in college immediately under the current system; the majority need a full year of preparatory classes in math, English, and science (often referred to as the foundational year or bridge program). Actually, preparatory, foundation, and bridge programs cost higher education institutions in the United Arab Emirates 300 million UAE dirhams (\$80 million US dollars) a year. Then, more than two thirds of college students select non-technical majors. The dearth of competent graduates has been further highlighted by the state of unemployment. There are no open positions in the public sector, and although the private sector employs 52% of the workforce in the United Arab Emirates, just 2% of these positions are held by

Emiratis. 40,000 people are unemployed right now, and 15,000 more people join the labor field annually. This is one of the reasons the UAE government has imposed "Emirization" quotas on the commercial sector; nonetheless, it has proven difficult to locate qualified UAE nationals (Khaleej Times, 2004).

According to a 2004 report by the Committee for Education of the UAE Federal National Council, universities are to blame for both the rise in unemployment and the dearth of graduates with the professional skills demanded by the labor market. But the survey also noted that success in academically challenging higher education sectors became even more arduous due to the general decline in secondary school graduates' levels in English and mathematics (Jongsma, 2005).

A challenge has been getting male students from the UAE motivated in addition to the aforementioned. Twenty percent of male students drop out of high school, while thirty percent of those who do make it through secondary school do not take advantage of free further education. As a result, less than 50% of Emirati men and 95% of Emirati women enroll in higher education. Merely 33% of university students choose to major in technical topics that are demanded by the commercial sector. Furthermore, the federal universities are severely underfunded; according to Rizvi (2004), the UAE receives 38% less money per person overall for higher education than the GCC average, and 60% less money per person for research). As a result, it becomes even more challenging to guarantee quality and get funding for the necessary renovation.

5.1 Strategic Direction

The federal government has committed to provide free learning to UAE citizens at all levels in line with Article 23 of the constitution of the UAE which recognizes the importance of education in the country's development. Therefore, meeting the entrance requirements, all nationalities of United Arab Emirates are allowed to enroll in to one of the three federal universities. The biggest single transfer of federal funds to UAE nationals' education occurred in 2001, showing the government's commitment to education. However, the financing given to the three federal institutions of learning, which continues to remain unchanged, was the case for the last couple of years (Godwin, 2006).

MOHESR was founded by Federal Law No. (4) of 1992. It formulates scientific research and higher education policy. In the United Arab Emirates, the Ministry coordinates and oversees both scientific research and postsecondary education. Simultaneously, it oversees private universities by licensing them, granting program accreditation, and keeping an eye on them to make sure they adhere to the higher education master plan's quality criteria. In addition, the Ministry creates legislation for the bases of federal government institutions of higher learning and scientific research with the goal of achieving integration and coordination between these establishments concerning funding, areas of specialization, and degrees granted by each. The Ministry is also responsible for creating scientific research institutions, transferring technologies in line with community development needs, coordinating between scientific research bodies and higher education, and drafting the general policy for scholarships and academic assistance. It also oversees their accomplishments both inside and outside the UAE, keeping in mind the social needs and the specializations offered by UAE universities. These duties include, among other things, arranging student admissions rules and the standards for their placement in various specializations in UAE higher education institutions that are sensitive to community requirements.

Ministry is also doing other tasks given to it under any legislation and regulations (MOHESR, 2012):

- Through the scholarship program, opening doors of the top universities in the world to Emirati nationals.
- Increasing the higher education performance level of the nation.
- Enhancing the efficacy and efficiency of the private higher education institutions in UAE.
- Developing, upgrading and introducing the system of certificates equivalence complying with the world standards.

- Promoting scientific research and development.
- Performance enhancement of central management services, matching up to quality, efficiency and transparency criteria.

6. Discussion

The researcher addresses the study's research questions in this part in light of the conclusions drawn from the case study and the literature review. The primary research issue pertains to the attributes of the present federal higher education model in the United Arab Emirates and the reasoning for its establishment.

The information gathered for this study demonstrates that the new federal higher education model in the United Arab Emirates is more closely aligned with the American higher education system, as seen by the way it is taught, philosophies, pedagogies, professors, and administration are all shaped by American experiences. The emphasis on outcomes-based education and a curriculum and methodology that are not exam-centered are examples of the American viewpoint.

English is the medium of teaching, and professors and staff from the US, Canada, and the UK are employed by the university. As part of the more comprehensive American approach, federal institutions now mandate that students complete a two-year foundation program to acquire fundamental information and abilities prior to selecting a specialization. The UAE federal higher education The model lacks several other essential components, such as democracy, governance, and innovation, even if it makes use of Western teaching materials and methodologies. This is not to argue that the United Arab Emirates' state-run universities have not achieved progress.

researcher has concluded that the United Arab Emirates (UAE) has built a separate federal higher education Emirati model based on the consistency of the data collection tools employing the nine themes of this study. The activities of the model cater to the unique requirements of both the country and the students; they emphasize educating graduates to lead the UAE in the future, promote nationalism, assist emirization, and lessen reliance on foreign labor. The institutions support openness, but they also foster sensitivity to Islam and the Islamic rituals and beliefs that mold students' perceptions and create the framework for the national culture. The primary themes of this study are briefly examined in light of the fieldwork findings in order to further highlight the features of this model.

6.1 University Vision, Mission and Goals

The data gathered for this research via questionnaires, interviews, documentation, and observation demonstrates that the United Arab Emirates' federal higher education system has a clear vision, purpose, and goals that are communicated to key stakeholders. The overall vision, mission, and goals of the federal system of higher education in the United Arab Emirates are also directly tied to the unique vision, purpose, and goals of each of the federal institutions under review. University meetings, websites, annual catalogs, and strategic planning papers all communicate the university's vision, purpose, and objectives. While two of the universities under examination withheld their plans for achieving some of the stated objectives, one university disclosed strategic plans, some of which go until 2020, and college/unit plans that connect to both the Ministry of Higher Education's and the university's plans. Every university is supposed to fulfill a certain function that benefits the whole system. Rather of following Western models, this structure is more in line with practices found in the Middle East and other developing nations.

The institutions under examination have different missions, visions, and objectives. The primary focus of UAEU's vision, mission, and goals is on graduate and undergraduate education in fields like medicine, law, and pharmaceuticals, among other academic specializations. The vision, mission, and aims of HCT are mostly centered around technical undergraduate programs like Applied Communication and Engineering Technologies. The primary focus of ZU's vision, mission,

and goals is on management and arts and sciences-related undergraduate and graduate education. The institutions under examination are complementary to one another and cater to distinct constituencies within the federal system.

6.2 University Faculty Profile

All our faculty members are on a 3-year standard contract that is renewable, and includes such benefits as tax-free salary, leave, children's education, and a yearly trip back to their home country. Renewal of contract is requested by some faculty after the first one, and Western professors hold that they contribute more to UAE federal higher education than just their teaching skills—they also bring cultural potential, ideas, values, and approaches to the university. This is one of the largest intercultural exchange that national Due to its strong adherence to the western paradigm, undergraduate courses are enjoyable for students in the UAE. Every faculty member has an initial three-year contract that may be renewed, with advantages including paid time off, tax-free pay, children's education, and an annual vacation back to their own country. The majority of faculty members return to Western, and they carry with them more than simply their teaching expertise—they also contribute their culture, ideas, values, and way of thinking. During their undergraduate education, nationals of the United Arab Emirates take use of this significant opportunity, which is more in line with Western ones.

Multiple reasons resulted in variations of the professor profiles of the examined institutions. Similarly, UAEU had a higher percentage of Arab and UAE national employees than HCT and ZU. With respect to the overall student enrollment and the programs offered, UAEU is the largest. A lot of Islamic Studies and Arabic courses are offered. ZU funded the university's accreditation in North America and curricula development by employing additional faculty members from USA and Canada. In contrast to professors in other institutions, ZU faculty members were more concentrated on pursuing research. The majority of the HCT professors was male, mostly because of the technical nature of the degrees presented. Besides, HCT, which is centered on associate and bachelor degrees, appears to lack many teachers with doctorate degrees, while the majority of teaching staffs at ZU and UAEU has Doctorates.

Furthermore, HCT offers associate and bachelor degrees, so most of the teachers in that sector do not have doctoral degrees compared to UAEU and ZU where most of the faculty members have doctoral degrees. However, that logic is obvious, but in a Western perspective this can be considered discriminative due to gender or nationality reasons.

Although student profiles of all universities reviewed showed the similar commitments to serving UAE citizen, the differences depended on the mission and goals of each university. Take ZU TV for example; it drew in mainly female nationals of the United Arab Emirates from urban areas like Dubai and Abu Dhabi where children can attend American schools (K-12). Lower-class students from remote emirates, as well as students from the more conservative region of Al-Ain, are served by UAEU. Males and females students are users but they operate in different campuses. HCT serves a large student body that mostly comprises of undergraduates, and its branch campuses are spread throughout the UAE emirates. ZU and UAEU primarily focus on recently graduated high school students but, HCT deals with adult students and those who are already working in the UAE.

6.3 University Administration and Systems Profile

These administrative departments always work together at Western universities when it comes to inventory control, purchase requests, budgetary allocations, facilities management, information technology, and student admissions and registration. Because it deals with rules related to residency and visas, hiring overseas, employee relocation, and children's schooling, human resources serves a slightly distinct purpose. Blackboard and Sungard Banner are two examples of the sophisticated administrative and communication technologies used in federal higher education in the United Arab

Emirates. These systems are operated by professionals with experience in North American systems. This characteristic is common at Western universities.

In one respect, the examined institution was the same. In compliance with the directions and standards established by the Ministry of Higher Education, the administrative units performed the same way. In fact, the discussions on a centralized support and administration system are in progress, but this system has not materialized.

6.4 University Funding Profile

UAE Government provides complete support for all the three examined institutions. Research, other commercial endeavors, and undergraduate student fees are not the way universities generate revenue. The United Arab Emirates spends millions of US dollars each year on higher education. Ministry of Finance reviews the budgetary proposal from universities and either approves or amends the same in line with the directives of the federal government and the minister in charge of higher education. At the moment, nothing indicates that this trend will reverse very soon. This attribute is primarily associated with federal universities in middle east and less developed countries.

The funding processes of all these institutions are all the same. Ministry of Finance and Ministry of Higher Education are the most significant ministries to all three institutions, without them these institutions cannot function. On the other hand, each university was given an annual quota that depended on the size of a university, the number of students, the number of faculty members, the universities' strategic goals and the agreements with the ministries. Accordingly, ZU received further funding between 2007 and 2011 for its two new branches in Dubai and Abu Dhabi.

6.5 University Curricula and Teaching Profile

The Middle States Commission on Higher Education has now extended the accreditation to Zayed University which is in the English language. Curricula were created by Americans who were experts and participated in the academic member. Each university has set up general education outcomes, program outcomes, and university outcomes. In the US, there are still yearly evaluations, strategy documents, and assessment plans. The websites of the institutions, Internet, Blackboard system, self-study reports as well as accreditation reports are the source of supporting documentation. This is a feature that is characteristic of Western universities.

Teachers can see a difference in the curriculum particularities. To give a concrete example, the Middle States Association of Colleges, the organization that accredits the university, was the intended target for ZU's curriculum design. The HCT businesses that use the labor market of domestic HCT students and the UAE's labor market at large, on the other hand, affect the HCT curricula. Also, UAEU curriculum allow students to receive the accreditation from international programs as well (for example, ABET).

6.6 University Research Profile

In the past, research was not as widely recognized as teaching. Although each one of the three universities under the investigation have a research arm embedded in its organizational structure, the data collected shows that there is minimal research conducted. No formal collaborative research between the surveyed institutions is observed except the annual research symposium at ZU. The most frequently undertaken research projects are carried out individually, are mostly fueled by the researcher's own motivation, and often utilise the funds, time, and resources which the researcher has provided personally. The scientists' early steps would be to take advantage of the freshly inaugurated yearly conference, where the three adjoining institutions welcome similar schools and other nations to take part in some of their papers and thoughts. Therefore, in order to proceed with it, MOHESR support should be sought. "If you need to keep your accreditation, you have to do more

precise research," the interviewee said.

While teaching is currently the primary focus of our university, this aspect is out of sync with the Western universities that have research centers of their own where faculty members do research and publish their findings annually, where there are many sources of funding for research, and where research is the main aim of the university.

The difference between research profile according to the total number of faculties across all universities that are under the investigation is the same as the total number of faculty members. Research agenda of federal universities in the United Arab Emirates is not well-structured. The greater portion of the research is a faculty's own initiative and flair. Research and publications are not mandatory since most faculty members are hired on the contract system, and the universities under investigation don't have a tenure and promotion system.

6.7 University Governance, Regulations, Bylaws, and Policies

The Higher Education Minister of the United Arab Emirates named three UAE nationals as vice presidents to the executive committee. It is a top-down central decision making body with no faculty input. Even though policy initiatives may have a bottom-up channel, and is subject to the approval authority of the president and vice president. Policies and regulations are provided by the MOHESR. This feature goes against the idea of a governing structure model that is shared by many higher education institutions in the West.

Regulations and governance remain the same in all the institutions under investigation. As mentioned earlier, the high level education minister who also serves as the president of the three universities has the duty of the establishment of the governance structure. The Ministry of Higher Education determines the regulations for the administrative and academic parts, while the Ministry of Finance determines the rules for the financial and budgetary parts. Each university has its own set of regulations, notwithstanding. For example, UAEU has specific bylaws related only to on-campus accommodation since UAEU allows students to live on the premises. The ZU female students who leave the campus during lecturing hours are subject to a separate bylaws.

6.8 University Cultural Profile

Another aspect of the federal system in UAE where it differs from Western colleges is its cultural composition. In the United Arab Emirates the principle of maintaining of national and religious holidays is combined with the principle of culture values and conventions that may prevail of higher education ideals and standards. Take for example the guards posted at every entry and exit of the university's gates. Only employees and students are allowed to enter. Universities segregate genders on separate campuses. The internet is blocked and controlled. On a daily basis, students scan their badges to mark their entry and exit times, which carry the unique student ID. The classroom is a place of interactions between teachers who are men and female students. Parents or spouses may obtain student records without the student's knowledge or approval. Both boy and girl students are required to dress in decent clothes. Transport to students in groups is provided for female students.

The families in the UAE expect all of the above and more from the government to make students feel safe while they are away from home as well as their families. Even though this may not make sense to those who are not familiar with the culture of the UAE. In the UAE, usually, students live with their family unless they complete their Bachelor's degree, find a job, and get married.

Taking everything into consideration, the researcher has come to the conclusion that the current federal model of higher education in the United Arab Emirates is comparable to the United States model in three areas: curriculum, instruction, faculty profile and administration and systems (Wilkins, 2020). Two different systems differ in the areas of governance, culture, research, fund sources, and vision, mission, and goals. There were lots of reasons that brought about this system, among them were the Egyptian system could not meet the Emirates energy needs; the United Arab

Emirates had realized at that moment that oil was a finite resource and must be substituted; employment of local workforce; the country must reduce its dependence on foreign labor; and knowledge and skills from the world community to this new knowledge economy was required. Because it is still young and needs time for further development, yet the new UAE's federal higher education model has proved to be effective. Several neighboring countries are taking the steps that the UAE has taken to reform and improve their higher education institutions. Saudi Arabia and Qatar, respectively, have been at the forefront of that attempt. Instead of Americans or Britons going to the UK or the US for their education, students from neighboring countries opt for schools in the UAE. With the neighboring students going to schools in the UAE instead of the US or the UK, acquiring education is no longer a foreign endeavor. Qatar and Saudi Arabia, in particular, have led the way in this endeavor.

The effect of such things as the place and the course on the culture of every university could be seen, even though all the studied schools are federal higher education institutions in the UAE serving the local population. In other words, many ZU students have attended American or British schools from kindergarten through high school. They also live in big cosmopolitan cities like Dubai and Abu Dhabi and interact with Western culture on a daily basis through ZU. Many ZU (female students) drive to the campus every day using their own cars. They talk with North American teachers every single day and they use English as their main instruction language.

While the majority of UAEU and HCT students come from secondary education based on Arabic and culture less familiarized with the Western values and norms, the cases are a little different since these universities accommodate students from remote areas. Thus, all three schools of the UAE may, to some extent, instill Western values and cultures in their students through interactions of faculty and students from North America and application of North American curricula. This is not a mandatory requirement of the Ministry of Higher Education, but it is generally perceived so.

6.9 *What higher education model or models have the federal higher education institutions in the United Arab Emirates adopted? Specifically, which Western and indigenous models and principles have they followed when it comes to staffing, student population, funding, curriculum development, instructional techniques, governance, and regulations?*

The findings of the study indicate that the federal higher education system in the United Arab Emirates mostly follows the North American model, regarding curriculum and pedagogy as well as language of instruction. The federal UAE higher education model also gets other components from the political, economic, and cultural environment. Sometimes, they may even be prescribed. The application of global models induces considerable institutional similarity in different conditions between states and it is the basis of polity theory (Meyer et al., 1997). Regarding the UAE's federation system of higher education, this vital part is obvious. This reflects voluntarily complying with the norms, guidelines, and expertise of the US higher education system.

In two different forms, the United States and the United Arab Emirates, global society concept permits a range of fixed interests and functions (Meyer, et al., 1997). Regardless of the fact that the US and UAE are at far different development stages, there are some common features in their higher education systems. Such an uniformity demonstrates the global culture among the higher educational institutions (Alsaud et al., 2021). Such common higher education features were entrusted to and followed by the global exchange culture in the field of education, not influencing them via the U.S. government. On a global level, the politics of higher education has a critical role in the unification of various cultures that exist among different countries. It is used to specify vision, curriculum, policies, other parameters in general educational institutions of other countries. The Middle State Association of Colleges and Schools, the USA accrediting body, has accredited ZU, which means that the Polity Theory is applicable at this level and now, higher education is seen as global institutions. The university in the present situation supports the core activities and duties of higher education in USA and UAE on the shared platform (Yas et al., 2023) to carry out their tasks.

This resonates with the findings of Meyer et al. (2006) who have concluded that despite some regional differentiations in terms of resources and traditions, higher education is evolving into a more uniform system internationally as universities are turning more like each other in their goals and curricula that is intended to achieve these goals. This study established the fact that university curricula develop along with transformations in higher education..

7. Summary and Conclusion

This research investigated how the curriculum that was in place between the 1970s and 1990s in Arabic-Egyptian higher education has been replaced by an American-style federal higher education model in the United Arab Emirates. The research included the 1990s' role of the UAE government in the reform of federal higher education that was aimed to address nationalization and empowerment of UAE citizens and adapting to the global knowledge economy. 'Zayed University,' which is a leading university in the United Arab Emirates (UAE) to provide American-style higher education. The Middle States Association of Colleges and Universities has accredited the university, making it the first public institution in the United Arab Emirates to do so. This is a unique instance where a developing non-Western nation tries to implement a western higher education model at the undergraduate level using American faculty and staff, American curricula, and English-based instruction in a setting where Arabic is the primary language of instruction for K-12 students and where the culture, values, and religious beliefs of the UAE society may not be entirely compatible with those of a Western society. The study demonstrates how concepts and ideals from higher education can be used globally, even outside of their original contexts. The study looks into a number of topics regarding the growth of higher education, including its organizational and sociocultural components. Not only were the study questions important for the United Arab Emirates, but they also tackled important issues that are particularly delicate but also relevant to the Gulf area and other developing nations (Khudhair et al., 2019). This study was exploratory in nature, with the goal of identifying the salient features and driving forces of the federal higher education paradigm in the United Arab Emirates. Even though the study's findings don't apply to every situation because cultures, resources, and technological contexts differ greatly, the research community and practitioners can still benefit from the study's findings. Even if some of the insights may seem obvious, their recurrence highlights how crucial it is to incorporate them into higher education management's collective thought process.

Other components of the federal UAE higher education model are derived from the political, economic, and cultural contexts in which it is implemented, or may even be required by them.. The results also show that dominant western models of higher education undermine the significant cultural and religious distinctions reflecting regional and national route dependencies. Although the US and the UAE are at quite different stages of development, there are some striking similarities between their approaches to higher education. These comparable elements were shared and controlled by the international higher education exchange culture rather than being required. Global higher education diplomacy has been crucial in maintaining and spreading a global common culture across states.

The adoption of global models results in significant institutional parallels amongst states with varied situations, which is a fundamental tenet of the Polity Theory. In the case of the UAE's federal higher education model, this crucial component is clear.

This exemplifies voluntarily adhering to the norms, guidelines, and expertise of the US higher education system. The ideology of the global society directly authorizes a range of organized interests and functions, but within two distinct states. Although the US and the UAE are at quite different stages of development, there are some striking similarities between their higher education systems. This homogeneity is a reflection of the shared global culture of higher education. These comparable facets of higher education were conveyed and regulated by the global higher education exchange culture rather than being imposed by the US government. In this situation, the UAE, higher

education globally has been crucial in maintaining and spreading a shared culture among all countries. The Middle State Association of Colleges and Universities' accreditation status in the United States provides a strong illustration of the Polity Theory's applicability in this case study. This instance demonstrates unequivocally that international organizations are now key players in education policy and that higher education, regardless of national boundaries, is seen as a global institution. In our scenario, the institution of higher learning unites the higher education activity, functions, and organization in the United States and the United Arab Emirates into a single, universal core. Additionally, it identifies groups of qualified individuals who have these connections and the necessary skills to fulfill their jobs. The global cultural tenets of universalism, individualism, progress, rational voluntaristic authority, and global citizenship serve as their foundation. Even though the meaning of terms like "student," "professor," "university," or, in the case of the United Arab Emirates, "physics," may be slightly influenced locally, they nevertheless have a very significant historical and international importance. Many of the traits of higher education and its impacts on contemporary society can be understood by considering it as an institution.

Finally, the researcher would like to discuss her own experience with the DBA (HEM) and how it has helped her to advance her professional abilities. Ever since she started her studies five years ago, she has encountered people, ideas, and subjects that she was not familiar with before. She gained a great deal of knowledge about higher education in their home countries and workplaces by sharing the DBA learning experiences of other accomplished people.

This learning experience, together with the study materials she was given, has enabled her to approach this research topic with a much broader perspective and a more open mind. If the researcher has learnt anything, it is that sharing is the cornerstone of higher education politics, which is the study's emphasis. She thinks that the advancement of mankind has been greatly aided by higher education, and she hopes that her study will confirm this.

8. Limitation of the Study

This study suffers from the use of the case study approach, which offers a specific point in time and might thus represent a "freeze frame" of the data. Bryman (1989) The three higher education institutions that were in place at the start of the research in 2007 were changing by the time it finished in 2007 due to the UAE's quickly expanding economy and its adaptable higher education system. Even if it is suggested that the longitudinal research technique would have been the greatest instrument to evaluate this framework for this study, there is no question that the case study method has been beneficial in describing the image of the respective higher education institutions at those eras. This strategy would not have been feasible, though, considering the goals of a PhD thesis. The limitation of this study to the unique setting of the United Arab Emirates, a developing country with unique characteristics, represents another possible limitation. Although a longitudinal study may have been a more appropriate methodology to assess the theoretical underpinnings of this research, there's no denying that the case study approach made it possible to capture an image of those federal higher education institutions at the time. The objectives of a PhD thesis, however, would not have made this tactic possible. Focusing just on the United Arab Emirates, a developing country with unique characteristics, might be another drawback of this study. In many situations, there was little to no documentation of the practices, rules, standards, and guidelines that were in use during the 1970s and 1980s.

References

- Abuelazm, K. (2023). The Debatable Issues in the Rule of Law in British Constitutional History and the influence in the Egyptian Constitutions. *International Journal of Doctrine, Judiciary and Legislation*, 4(2), 521-568
- Alsaud, A. B., Yas, H., & Alatawi, A. (2021). A new decision-making approach for Riyadh makes up 50 percent of the non-oil economy of Saudi Arabia. *Journal of Contemporary Issues in Business and Government Vol*, 27(1).

- Astiz, M. F., Wiseman, A. W., & Baker, D. P. (2002). Slouching towards decentralization: Consequences of globalization for curricular control in national education systems. *Comparative Education Review*, 46, 66 – 88
- Enders, J. (2004). Highereducation, internationalisation, and the nation-state: Recent developments and challenges to governance theory. *Higher Education*, 47, 361 – 383.
- Khaleej Times. "UAE spends much less on education than GCC average." January 25, 2004.
- Boli, J. & Thomas, G.M. 1997. World culture in the world polity: A century of international nongovernmental organization. *American Sociological Review*, 62(2), 171 – 190.
- Bollag, B. (2005). American Accreditors Go Abroad. *Chronicle of Higher Education*, 52 (5).
- Bonoma, T.V. "Case Research in Marketing: Opportunities, Problems, and a Process", *Journal of Marketing research*, (22), (1985) 199-208.
- Cerny, P.G. (1990). *The Changing Architecture of Politics: Structure, Agency, and the Future of the State* (London and Newbury Park, CA: Sage.)
- Creswell, J. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: Sage. (Chapter 7).
- Findlow, S. (2005). International Networking in the United Arab Emirates Higher Education System: Global-Local Tension. *A journal of comparative education* 35(3), 285-302.
- Finnemore, Martha (1996). Norms, Culture, and World Politics: Insights from Sociology's Institutionalism. *International Organization* vol 50 issue2. Pp 325-347.
- Gaad, E. (2001). Educating children with Down Syndrome in the United Arab Emirates. *British Journal of Special Education*, 28(4), 195-203
- Gaad, E., Mohammed Arif, Fentey Scott. (2006). Systems analysis of the UAE education system. *International Journal of educational management* 20(4), 291-303
- Clark, B.R. (1998) *Creating Entrepreneurial Universities: Organizational Pathways of Transformation*. IUA Press & Pergamon, Paris.
- Deem, R. (2001). Globalisation, new managerialism, academic capitalism and entrepreneurialism in universities: Is the local dimension still important? *Comparative Education*, 37, 7 - 20.
- Godwin, S. M. (2006). Globalisation, education and emiratization: a study of the United Arab Emirates. *The Electronic Journal on Information Systems in Developing Countries*, 27 (1), 1-14.
- Jones, P.W. (1992). "World Bank Financing of Education: Lending, learning and development". London and New York Routledge.
- Jongsma, Kathleen and Gene Jongsma. "Teaching Science and Mathematics in English in Grades 1 and 2 Classrooms in the UAE." 12 th International Conference on Learning, Granada, Spain, July 11-14, 2005.
- Joseph, P. M., & Lunt, B. M. (2006). The IT in the Middle East: An Overview. Paper presented at the The 7th conference on Information technology education Minneapolis, Minnesota, USA
- Khudhair, H. Y., Jusoh, A., Mardani, A., & Nor, K. M. (2019). Quality seekers as moderating effects between service quality and customer satisfaction in airline industry. *International Review of Management and Marketing*, 9(4), 74.
- Kruecken, Georg, and Frank Meier (2006) —Turning the University into an Organizational Actor.I Chapter 10 in G. Drori, J. Meyer, and H. Hwang, eds., *Globalization and Organization*. Oxford: Oxford University Press.
- Khaleej Times. "UAE spends much less on education than GCC average." January 25, 2004.
- Lenhardt, Gero. (2005) "*Hochschulen in Deutschland und in den U.S.A.: Deutsche Hochschulpolitik in der Isolation.*" Wiesbaden: VS Verlag fuer Sozialwissenschaften.
- Lechner, M. (2001). Identification and Estimation of Causal Effects of Multiple. Treatments under the Conditional Independence Assumption. *Econometric evaluation of labour market policies* (pp. 43–58). *Zew Economic Studies*, vol. 13.
- Mani Joseph and Barry M. Lunt (2006). "IT in the Middle East: an overview," *Proceedings of the 7th conference on Information technology education*.
- Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education*, 43(3), 281-309. <https://doi.org/10.1023/A:1014699605875>
- Meyer, John W. (1980). "The world polity and the authority of the nation-state." Pp. 109- 137 in *Studies of the modern world-system*, edited by Albert Bergesen. New York: Academic Press.
- Meyer, John W. , Francisco O. Ramirez, Franl,David John, and Evan Schofer. (2006) "Higher Education as an Institution" *Center on Democracy, Development, and The Rule of Law*. No. 75
- Meyer, John W., John Boli, George M. Thomas, and Francisco O. Ramirez. (1997) "World Society and the Nation-State." *American Journal of Sociology* 103(1): 160-173.
- Moheer (2012) . available at: <https://www.moheer.gov.ae/en/mission.aspx>

- Mok, K. (2005). Globalization and education restructuring: University merging and changing governance in China. *Higher Education*, 50, 57 – 88. 281
- Naidoo, R. (2007) Higher Education as a Global Commodity: The Perils and Promises for Developing Countries. *The Observatory on Borderless Higher Education*
- Naidoo, R., 2011. Rethinking development: higher education and the new imperialism. In: King, R., Marginson, S. and Naidoo, R., eds. *A Handbook on globalization and higher education*. Cheltenham: Edward Elgar, pp. 40-58.
- Rizvi, Meraj. (2004). "Report blames educational institutions for rise in unemployment." *Khaleej Times*, February 6, 2004.
- Rose, A.(2003). Results-oriented Budget Practice in OECD Countries. ODI Working Paper No 209. February 2003. London ODI.
- Salerno, C. (2004). Public money and private providers: Funding channels and national patterns in four countries. *Higher Education*, 48, 101 – 130.
- Schultz, T. Paul. (1998). "The Formation of Human Capital and the Economic Development of Africa: Returns to Health and Schooling Investments." African Development Bank: Economic Research Papers No 37.
- Schofer, E., & Meyer, J. W. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century. *American Sociological Review*, 70(6), 898-920. <https://doi.org/10.1177/000312240507000602>
- Starrett, G. (2008). Institutionalizing Charisma: Comparative Perspectives on the Promise of Higher Education. (2008). *Higher education in the gulf states*, 1st ed., c. Davidson & p. Mackenzie-smith, eds. London: Middle East Institute. 73-91
- Shaw, K. (1997). *Higher education in the gulf: problems and prospects*. Exeter: University of Exeter Press. 1-15
- Slaughter, S. and Leslie, L. (1997) *Academic Capitalism: Politics, Policies and the Entrepreneurial University*. Baltimore, MD: Johns Hopkin
- Stone, D.A. (1989) Causal Stories and Formation of Policy Agendas, *Political Science Quarterly*, 104, pp. 281-300. <http://dx.doi.org/10.2307/2151585>
- Tian Y. (1996). Divorce, gender role, and higher education expansion. *Higher Education*, 32, 1-22.
- T.K. Gill, S.S. Gill (2000). Financial management of universities in developing countries. *Higher Education Policy*, 13 (2000) 125-130
- Talhami, (2000). *Peace Movements: Middle East and the Arab World: The Encyclopedia of Women*, Routledge, 2000
- Teichler, Ulrich. (2002) "Towards a 'European Higher Education Area': Visions and Realities." Centre for Research on Higher Education and Work. University of Kassel.
- Tunnermann, C. (1996). A new vision of higher education - International debate on higher education. *Higher Education Policy*, 9(1), 11-27.
- UAE Interact, 2010 UAE Interact. (2010).. Retrieved January 3rd, 2010 from <http://www.uaeinteract.com> UAE labour law, 2010.
- Vaira, M. (2004). Globalization of higher education organizational change: A framework for analysis. *Higher Education*, 48, 483 – 510.
- WAGIE, D. & FOX, W. (2005) Transforming Higher Education in the United Arab (UAE). *International Journal of Learning*, 12(7), 277-86.
- Wilkins, S. (2020). The positioning and competitive strategies of higher education institutions in the United Arab Emirates. *International Journal of Educational Management*, 34(1), 139-153.
- Wiseman, A. W. & Alromi, N. H. (2003). The intersection of traditional and modern institutions in Gulf States: a contextual analysis of educational opportunities and outcomes in Iran and Kuwait. *Compare: A Journal of Comparative Education*, 33, 207
- Yas, N., Al Qaruty, R., Hadi, S. A., & AlAdeedi, A. (2023). Civil Liability and Damage Arising from Artificial Intelligence. *Migration Letters*, 20(5), 430-446.
- Yas, H., Mardani, A., & Alfarttoosi, A. (2020). The major issues facing staff in islamic banking industry and its impact on productivity. *Contemporary Economics*, 14(3), 392.