



A Suggested Proposal for Developing the Dimensions of Administrative Transparency and Intellectual Capital Management of Academic Leaders in the Faculties of Preparing Kindergarten Teachers in the Light of some Developed Countries Experiences'

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Abstract:

The current research aimed at presenting a suggested proposal for developing the dimensions of administrative transparency and intellectual capital management for academic leaders in the faculties of preparing kindergarten teachers in the light of some developed countries experiences'. The researchers utilized the descriptive approach as it suits the research nature and objectives. For data collection, the researchers used a questionnaire- prepared by the researchers- directed to a sample of faculty members and their assistants. The research sample consisted of (60) faculty members and their assistants in the faculties of preparing kindergarten teachers in the Universities of (Cairo- Mansours-Minia). The researchers revealed a set of results; the most significant of which was the achievement of the administrative transparency and intellectual capital management among academic leaders in the faculties of preparing kindergarten teachers to a moderate degree except for the statements in the dimension of administrative transparency which related to (activating the complaints and suggestions boxes), which was achieved below the minimum confidence interval levels, this mainly indicated that it was not achieved. Whereas the statements of (announcing the decisions that govern the faculty's work to achieve the university's goals and publishing real information about the faculty) were achieved to a high degree, which indicated that they were significantly achieved among the Heads of the Departments. Besides, some statements in the dimension of intellectual capital management as (building social networks based on trust, values, and ethics as a stimulator for creativity and innovation) were achieved significantly among the Heads of the Departments. The research concluded with a suggested proposal for developing the dimensions of administrative transparency and intellectual capital management for

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Key Words: administrative transparency, intellectual capital management, academic leaders, experiences of some developed countries.

Introduction

Higher education institutions occupy a vital position in facilitating the comprehensive development system, as they are the key tool and focus for meeting the needs of the society, that they create the present and plan the features of its future. The National Authority for Quality Assurance and Accreditation of Education (2009, 1) emphasizes that early education is the best investment in human life, and it has a vital role for society as a whole. Therefore, the state has paid great attention to kindergarten colleges.

There is no doubt that the success of higher education institutions depends mainly on the effectiveness of their administration and leadership. In this context, Haji (2007,71) indicated that management represents the most significant basic elements that work to activate the educational process and a system that involves a group of sub-organizations seeking to achieve a specific goal within a specific environmental and time frame.

The interest in developing some organizational dimensions (administrative transparency, intellectual capital management) increases the effectiveness of higher education organizations in general and their management in particular. Abu Al-Nasr (2015, 113) stressed that applying administrative transparency in higher education institutions helps to fight against administrative corruption and enhance trust between the organization and workers. Moreover, Golshahi. A, et al (2015, 169) indicated that intellectual capital is one of the main drivers of growth and development of organizations in terms of “human capital, structural capital, and relationship capital. In addition, Isaac.R, et al (2010, 313) added that intellectual capital is a competitive advantage and an essential factor in the survival of organizations because intellectual knowledge represents the inductive force that ensures the survival of organizations.

Accrediting the faculty of Early Childhood Education, University of (Cairo-Minia), makes it is a must to achieve growth, not survival; which requires it to search for excellence. Hussein (2015, 97) emphasized that the competitive advantage in higher education institutions enhances the organization's flexibility in order to adapt to changes in a way that enables it to continue to operate, it also affects the overall performance of the organization. Furthermore, it is also considered a weapon to meet the challenges of the corresponding organizations. Its' importance also stems from its ability to achieve harmony between the resources, capabilities ,and culture of the organization and its employment in order to achieve excellence and superiority in the light of the environment in which it operates. Consequently, the overall competitive advantage is achieved by applying some organizational dimensions (administrative transparency, intellectual capital management) to its leaders. This only happens through successful academic leadership. Hassanein (7, 2017) pointed out that leadership is the main driver for the success or failure of the organization, as the leader represents the example that the organization’s staff has followed.

The developed countries pay great attention to the important role of universities in establishing

(administrative transparency and intellectual capital management). Whereas, the Shuang, L (2009) study recommended that transparency of education policy should be strengthened. In addition, DOMINIAK, p ,et al (2017, 368) also pointed out the importance of applying mechanisms for managing intellectual capital within higher education institutions (such as creating databases for the task of identifying the intellectual capital owned by the institution and classifying it as human, structural, and relational, to conduct training courses to develop brilliant knowledge, and offering programs that focus on energies and other mechanisms).

Research Problem

The justifications for conducting the current research include the following:

- The current research problem lies in the difficulties and problems facing Egyptian universities in general and their management in particular. Sayed (2018, 214) emphasized that the existence of problems facing Egyptian universities limit their competitive capabilities and sustainable growth, and prevent them from progressing and continuing to catch up with international universities, including those related to management and the quality of education. The decline of Egyptian Universities in the international ranking is worrying and alarming; this requires thinking to stand on the causes of this decline and retreat; seeking to eliminate such causes. Qarni's (2012) study results attributed the reasons for this decline to the rigidity and complexity of laws and regulations organizing work, centralization in management, weak capabilities to apply and use knowledge and ideas, and transferring them to implementation, as well as the weakness of the higher management's conviction of the importance of intellectual capital, its revitalization, and maintenance. While Harb(2012) study attributed these reasons to the imbalances and deficiencies in the practice of administrative leaderships in Egyptian universities for the skills of human relations; some of them may think that they are a group of formalities besides formal work, or that they are indulging in personal matters, which negatively affects the performance of work successfully and effectively, and weakens their powers as leaders of the organization.
- The results and recommendations of previous studies that called for strengthening and enhancing the dimensions of(administrative transparency - management of intellectual capital) in university institutions to avoid administrative problems such as corruption, routine and administrative slack. In this context, the studies of Hassan (2016), Al-Shammari (2015), Ahmed (2014), Al-Harbi (2012), and Harb (2011) recommended the necessity of adopting administrative transparency as an institutional approach in all administrative processes, which contributes in building a system that calls for integrity, through a procedural plan that promotes a policy of disclosure and clarity in its administrative dealings, the establishment of integrity practices, the creation of strong entities to fight corruption and adopt a procedural plan for reward and punishment. Al-Shammari's study (2009) also recommended the necessity of simplifying procedures, disseminating information and disclosing it within university institutions. Furthermore, Abdullah's study (2012) recommended that the university provide protections and guarantees for individuals who contribute to exposing corruption and rewarding them for that. In addition, the study of Muslim

(2016), Abel (2013) and Muhammad (2012) also recommended the need for paying more attention for intellectual capital in universities to become a basis for improving the level of organizational performance. Ahmed (2007) also confirmed that one of the most prominent roles of academic leaders in maintaining intellectual capital is to select employees according to the criteria of distinction and competence.

- The results of the survey, which the researcher conducted to a sample of staff members and their assistants at the faculty of Early Childhood Education, Minia University, which confirmed the existence of deficiencies in the application of the dimensions of administrative transparency and intellectual capital management and the results showed the following:
 - **Concerning the dimension of administrative transparency:** A percentage (36.8%) of the sample confirmed that the administrative transparency was low, (69%) stated that it was medium, and (15.3%) clarified that it was high.
 - **Concerning the dimension of intellectual capital management:** A percentage (46.5%) of the sample confirmed that the intellectual capital management in the faculty was low, (43.8%) stated that it was average, and (9.7%) clarified it was high.
- The results of the personal interview that the researcher applied to some leaders in the Faculty of Early Childhood Education, Minia University, which proved a failure in practicing some organizational dimensions (administrative transparency - management of intellectual capital) in the faculty, and the results showed the following:
 - **Concerning the first question: criteria for selecting human elements:** Selecting members according to seniority and personal acceptance occupied the first rank with the percentage of (60%); in the second rank was the accuracy and activity issued by the members and the extent of his understanding of the task and training courses obtained with the percentage of (20%) and representation of departments and specialization with the percentage of (20%).
 - **Concerning the second question: Supporting creative opinions and ideas:** moral and verbal support came in the first rank with the percentage of (60%) and then the statement of (there are no support and material incentives) with the percentage of (40%).
 - **Concerning the third question: The application of transparency in the systems and laws:** The systems and laws are applied according to personal relations statement came in the first rank with a percentage (60%), while the second rank was (the application of laws and regulations to all) with the percentage of (40%).
- A large number of conferences, seminars ,and agreements that recently called for the necessity of enhancing the dimensions of administrative transparency and management of intellectual capital, and the emergence of Arab and international initiatives to achieve integrity and transparency. Badrawi (2006, 45) referred to the information symposium which aimed to emphasize that institutional capacity building is comprehensive, integrated and necessary in order to reformulate the work of institutions and modernize their management, this requires the application of higher standards of transparency and accountability, as well as the review of laws and regulations that hinder the work of organizations. Mahjoub (2002, 147) also mentioned the Third Arab Conference in Administration, which was held by the Arab Organization for Administrative Development and

was aimed at researching and discussing the foundations of transparency and enhancing accountability and the rule of law. Its results indicated the necessity to spread and deepen awareness of a culture of transparency and accountability. Furthermore, Muhammed (2011, 2877) also mentioned global initiatives in achieving integrity and transparency such as (Transparency International Organization). The Organization for Economic Cooperation and Development and the World Bank (2010) also indicated that Egypt lacks a well-defined strategy for research, development, and innovation, its ability in the field of basic sciences is weak, and its management of research and innovation is insufficient, and that Egyptian universities do not have specific administrative and financial incentives that make them more Innovative and enables them to use resources more effectively.

- The necessity of keeping pace with the experiences of some developed countries that have paid great attention to the role of universities in establishing the dimensions of administrative transparency and management of intellectual capital for their leaders. This is indicated by a study by Hasan (2013) and Alcalá (2016) that emphasized the need to study administrative transparency between academic leaders in universities in Armenia and Jordan and reached a set of tools to enhance transparency and accountability within universities such as (the Code of Ethics and Manuals explaining violations and academic discipline and detailed regulations for sanctions, the information network that gives an honest picture of what is going on in the institution). Golshahi, A, et al (2015) study also confirmed the importance of identifying indicators of intellectual capital in institutions of higher education as one of the main drivers of competitiveness and the growth and development of organizations; they have also designed methods to measure intellectual capital effectively.
- As a result of recent developments and obtaining the faculty of Early Childhood Education (Cairo-Minia University) institutional accreditation, the faculty today has required achieving growth, not just survival, which necessitates it to search for excellence. The dimensions of (Administrative Transparency - Managing Intellectual Capital) were the way to do that, and this was confirmed by the study of Al-Faqhah (2012) and Diab (2010) which recommended that higher education institutions should strive to achieve and sustain competitive advantage and benefit from the experiences of some developed countries concerning indicators of competitiveness, as indicated by the Helen, H (2015) study, He stated that universities need to find new sources of competitive advantages for development and growth that are more effective than those used by competitors.

In light of the above, the research questions can be defined as follows:

Research questions:

1. What is the reality of the administrative transparency dimension among the academic leaders of the faculties for preparing kindergarten teachers in light of the experiences of some developed countries (from the viewpoint of the study sample)?
2. What is the reality of the intellectual capital management dimension among the academic leaders of the faculties for preparing kindergarten teachers in light of the experiences of some developed countries (from the viewpoint of the study sample)?

3. What is the suggested proposal for developing the dimensions of administrative transparency and intellectual capital management among academic leaders in the faculties of preparing kindergarten teachers in light of the experiences of some developed countries?

Research Objectives:

The current research aims at:

1. diagnosing the reality of the administrative transparency dimension among the academic leaders of the faculties for preparing kindergarten teachers in light of the experiences of some developed countries (from the viewpoint of the study sample).
2. diagnosing the reality of the intellectual capital management dimension among the academic leaders of the faculties for preparing kindergarten teachers dimension in light of the experiences of some developed countries (from the viewpoint of the study sample).
3. presenting a suggested proposal for developing the dimensions of administrative transparency and intellectual capital management among academic leaders in faculties of preparing kindergarten teachers in light of the experiences of some developed countries.

Research Significance:

The significance of the current research is clear as follows:

1. The current research derives its importance from its subject and sample, as it deals with the dimensions of (administrative transparency - management of intellectual capital) among academic leaders; that this topic receives great attention from other Arab and Foreign Universities in various countries of the world, which seek to obtain sustainable competitiveness of their institutions.
2. The significance of achieving the competitive advantage of higher education institutions, in which the dimensions of (administrative transparency - management of intellectual capital) are the best imperative demands for its growth and survival; especially after achieving quality and accreditation. So that strategic approach which must be educated within the university institutions.
3. The significant role of academic leaders of faculties of preparing kindergarten teachers, and their effective contribution to the success of their institutions, and hence the organizational differentiation of it.
4. The scarcity of research - according to the researcher's knowledge - that dealt with some the dimensions of (administrative transparency - management of intellectual capital) in the faculties of preparing kindergarten teachers in the light of the experiences of some developed countries in Egypt, which makes the current study addition to the Arab Library in the field of administration.

Practical Significance:

1. The suggested proposal presented in the current study may be useful in qualifying academic leaders in the Faculties of preparing kindergarten teachers to practice their managerial and

leadership roles in the future, raise their awareness about the dimensions of (administrative transparency - management of intellectual capital) necessary for their work.

2. The results of the study and the suggested proposal may benefit institutions concerned with monitoring performance within universities, to be used in enhancing integrity and competitiveness among Egyptian Universities; besides increasing the effectiveness of their management to become more flexible and consistent with the ongoing changes.

Research Limitations

The current study was limited to the following:

1. **Thematic Limitations:** The current study was limited to presenting a suggested proposal for developing some organizational dimensions through monitoring the reality in the following dimensions (administrative transparency, intellectual capital management) among academic leaders (the Dean of the Faculty – the Heads of Departments) in the faculties of preparing kindergarten teachers in the light of the experiences of some developed countries (the United States, Japan, China, Russia, Spain, and the Netherlands).
2. **Place Limitations:** The field study was limited to the faculty members and their assistance in the faculties of preparing kindergarten teachers (Cairo, Mansoura, El Minia) to ensure the geographical representation, that Cairo University represents the capital, while Mansoura University represents Lower Egypt and El Minia represents Upper Egypt.
3. **Human Limitations:** The study tool was applied to a sample of the faculty members and their assistants in the faculties of preparing kindergarten teachers in the Universities of (Cairo, Mansoura, and El Minia).
4. **Time Limitations:** The study tool was implemented from 14 October to 19 December in the first semester of the academic year 2019/2020.

Research Methodology

The present study followed the descriptive approach, as it suits the nature and objectives of the study. Shehata and Al-Najjar (2011, 301) said that " "It is an approach that does not aim at describing phenomena or describing reality as it is; rather, reaching conclusions that contribute to understanding and developing this reality."

Research Terms

Administrative Transparency

Mahmoud (2015, 113) defined administrative transparency as: “complete clarity in drawing plans, policies and decision-making, and the subjection of management practices to constant monitoring, and access to information.”

Hazelkorn, E (2012,143) also defined it as “Clarity of legislation, stability ,and harmony with each other, clarity of its language, flexibility ,and development, in addition to disseminating information and

disclosure so that it is available to everyone in the organization, and is divided into four dimensions (clarity - credibility - disclosure - Participation). "

The current research defined administrative transparency procedurally as an organizational dimension, demonstrating the commitment of academic leaders to disclosure and publicity and complete clarity in (laws, regulations and legislation, decision-making, information flow and communication with subordinates, and administrative evaluation); to achieve the highest levels of efficiency and effectiveness in faculties for preparing kindergarten teachers, and building systems within it.

Intellectual Capital Management

Al-Hilali and Al-Ghabour (2015, 86) defined the management of intellectual capital as: "the economic value of two classes of intangible assets of an organization, which are human capital and organizational capital (structural)."

Indiyati, D (2015, 6034-6035) defines it as: "Intangible assets that can provide added value, and is a mixture of human capital, structural capital, and relationship capital."

The current research defined intellectual capital management as the set of activities and efforts undertaken by academic leaders to provide those intangible assets represented in (human capital - structural capital - relationship capital) in a manner that enhances the competitive position of faculties for preparing kindergarten teachers.

Academic Leaders

Hamid (10, 2012) defined academic leaders as "the people who are assigned administrative work at the university".

The current research defined academic leaders procedurally as those in charge of managing and leading colleges for preparing kindergarten teachers, who are appointed by the president of the university, and who are represented in (the dean of the college - heads of departments).

Experiences of some developed countries

The researcher defined it procedurally in the light of the current research as the set of modern global means, mechanisms, procedures, and controls for some countries, which can be used to develop the dimensions of administrative transparency and intellectual capital management in colleges for preparing kindergarten teachers, in a manner consistent with the nature and capabilities of Egyptian society, and these countries are (United States, Japan, Russia, Spain, Netherlands).

Field Study:

This section covered a detailed description of the procedures that were followed in implementing the field study of the research and includes the research tool (its objectives, procedures, and the final application of the tool), a description of the sample, a statement of the statistical methods that were used in processing the results, and finally the presentation of results and the proposed scenario for developing the dimensions of (administrative transparency - intellectual capital management) in light of the

experiences of some developed countries.

First - The Research Tool:

The following is a detailed view of the field research tool:

a) Objectives of the questionnaire:

This questionnaire aimed to diagnose the reality of the administrative transparency and intellectual capital management dimensions among academic leaders in faculties for preparing kindergarten teachers in the light of the experiences of some developed countries "addressed to faculty members and their assistants".

b) Steps to build the questionnaire:

The researcher followed the following steps in building the questionnaire:

- preparing the initial form for the questionnaire

Educational literature has been reviewed in the field of the following organizational dimensions (administrative transparency, intellectual capital management) among academic leaders. Also, some previous studies related to the current research were reviewed, in addition to the experiences of some developed countries in the aforementioned organizational dimensions, to benefit from them in building the questionnaire, as well as reviewing the roles and tasks of academic leaders in the light of the law regulating of Egyptian Universities to identify the questionnaire study sample. Then the questionnaire was reached in its initial form.

- Ensuring the questionnaire validity through submitting it to the jury members and calculating the internal consistency:

After preparing the initial image of the questionnaire, it was presented to a group of jury members (15) from the professors of the Faculty of Education, specialization of (foundations of education, educational administration, and comparative education), and kindergarten specialization (the principles of child education, educational administration for kindergarten) at Minia and Assuit University, In order to judge the expressions, to express their opinion through adding or deleting some expressions, and after the completion, the percentage of agreement between the jury members was calculated on the expressions of each of questionnaire items, and in light of the opinions of them, the modifications they referred to were made as shown as follows.

Table (1)
Modifications of Jury Members

Dimension	Item number before arbitration	Item before attribution	Item number after arbitration	Item after attribution
Administrative transparency	1	Academic leaders announce regulations and laws to all subordinates within the faculty upon its issuance.	1	Academic leaders announce work-related laws and regulations to all subordinates within the faculty upon their issuance.
	2	Academic leaders announce the decisions taken to conduct the faculty's work in an objective and standard manner.	2	Academic leaders announce the decisions governing the work of the college in objectively.
	3	Academic leaders practiced disclosing and announcing information through (media and press conferences uniformly.)	3	Academic leaders practice the policy of disclosing and announcing information for all faculties' subordinates objectively.
	4	Academic leaders apply all forms of administrative transparency to all faculty subordinates. (Internal transparency related to total relationships, dealings and behaviors, external transparency related to trust and credibility with the external community, transparency in regulations and legislation, transparency in work procedures ...).	4	Academic leaders apply most forms of administrative transparency to all faculty subordinates.

5	Academic leaders avoid applying dubbed transparency (arbitrarily transmitted and transcription-style) and elliptical transparency (which serves the interests and ideology of its source and designer of its mechanisms) that are inconsistent with the nature of work in the faculty.	5	Academic leaders apply transparency neutrally, away from the dubbed and elliptical transparency, which is not appropriate for the nature of work in the faculty.
6	Academic leaders apply administrative transparency policies and mechanisms within the faculty such as (educational programs to educate workers, organizational manuals for labor laws, oversight committees, ethical codes...) in a unified and objective manner.	6	Academic leaders apply administrative transparency mechanisms within the faculty in an objective manner.
7	Academic leaders simplify the mechanisms of administrative and academic work procedures within the faculty, in a manner that allows the performance of work without complication through (procedural guides to clarify work plans - annual reports of what the institution has accomplished ...).	7	Academic leaders simplify administrative and academic work procedures within the faculty, in a manner that allows the performance of work without complication.
8	Academic leaders take over the responsibilities of facilitating the faculty work in a manner that achieves the goals of the university within the limits of the prescribed laws, regulations, and systems.	8	Academic leaders take over the responsibilities of facilitating the faculty work in a way that achieves the goals of the university and the college following the law.
13	Academic leaders provide clear mechanisms for continuously evaluating the performance of all subordinates during the year such as (performance reports, portfolios, self-evaluation ...).	12	Academic leaders provide clear mechanisms for continuously evaluating the performance of all subordinates.

	14	Academic leaders avoid nepotism and favoritism in the process of evaluating the performance of all faculty subordinates.	13	Academic leaders commit to justice in the process of evaluating the performance of all faculty subordinates
	16	Academic leaders involve all subordinates in making decisions regarding work within the faculty.	15	Academic leaders involve some individuals representing all categories of subordinates in making decisions regarding work within the faculty.
	19	Academic leaders accept constructive criticism from the external community and correct their direction according to.	18	Academic leaders accept constructive criticism from the external community and plans in its light.
Intellectual capital management	1	Academic leaders raise the slogan that the human element is the most important resource for the faculty's success in achieving its goals.	1	Academic leaders interest in the human component as one of the most important resources for faculty success in achieving its goals.
	2	Academic leaders provide mechanisms for detecting distinguished cadres working in the faculty.	2	Academic leaders provide mechanisms for detecting the faculty distinguished cadres.
	5	Academic leaders allocate a special department (the information sector) that is responsible for carrying out continuous updating of databases to follow up on subordinates of correspondence and administrative decisions issued by the faculty.	5	Academic leaders allocate a special department (the information sector) that is responsible for carrying out continuous updating of databases to follow up on subordinates of correspondence and administrative decisions issued by the faculty.

7	Academic leaders keen on preparing the infrastructure of equipment and laboratories to help creative workers launch their creativity into the faculty.	7	Academic leaders keen on providing the infrastructure of equipment and laboratories for the creative workers of the faculty.
11	Academic leaders keen on providing programs to develop intellectual capital in the faculty. (The employment and employee selection program, the program that provides a stimulating climate for the creativity of workers, the leadership qualification program, the program to encourage social relations, the program to provide resources for intellectual capital ...)	10	Academic leaders keen to provide programs to develop the faculty's intellectual capital.
12	Academic leaders provide mechanisms for preserving the accumulated experiences of the distinguished employee expected to be left for work due to secondment or retirement.	11	Academic leaders provide mechanisms for preserving the accumulated experiences of the distinguished faculty employee.
19	Academic leaders hold scientific and research protocols with various international and foreign universities to achieve the faculty's competitive advantage.	17	Academic leaders hold scientific and research protocols with various international and foreign universities.

- **Internal consistency validity:**

To calculate the validity of the internal consistency of the questionnaire, the researcher applied it to a sample of (20) individuals from the research community except for the original research sample and the following table showed that:

Table (2)
Correlation Coefficient between the Degree of Each Phrase and the Total Degree of the
Dimension to which It Belongs (n = 20)

Dimension	Items							
Administrative Transparency	Item No.	1	2	3	4	5	6	7
	Correlation coefficient	0.78	0.80	0.81	0.77	0.78	0.76	0.77
	Item No.	8	9	10	11	12	13	14
	Correlation coefficient	0.83	0.67	0.63	0.79	0.56	0.54	0.62
	Item No.	15	16	17	18	19	20	21
	Correlation coefficient	0.64	0.64	0.71	0.84	0.73	0.62	0.57
Intellectual capital management	Item No.	1	2	3	4	5	6	7
	Correlation coefficient	0.62	0.69	0.82	0.70	0.73	0.86	0.70
	Item No.	8	9	10	11	12	13	14
	Correlation coefficient	0.88	0.71	0.65	0.84	0.86	0.93	0.84
	Item No.	15	16		18			
	Correlation coefficient	0.69	0.75	0.82	0.82			

Table (2) clarified the following:

Correlation coefficients between the degree of each item and the total degree of the dimension belonging to it ranged between (0.54: 0.93) which were statistically significant, that mainly indicated the validity of the internal consistency of the questionnaire.

- **Applying the questionnaire to a pilot sample to calculate reliability:**

To calculate the reliability of the questionnaire, the researcher used the Cronbach's alpha coefficient by applying it to a sample of (20) participants from the research community except for the original research sample and the following table shows that:

Table (3)**Reliability Coefficients using the Cronbach's alpha Coefficient for the Questionnaire (n = 20)**

Dimension	alpha Coefficient
Administrative Transparency	0.93
Intellectual capital management	0.94

Table (3) showed the following:

- The alpha coefficients for the questionnaire ranged between (0.92: 0.96), which were statistically significant coefficients and that indicated the reliability of the questionnaire.
- After conducting the modifications mentioned by the jury members- which were previously presented- and after calculating the reliability and validity of the questionnaire; the questionnaire is now in its final form.

c) The final application of the questionnaire:

After calculating the reliability and validity of the questionnaire, the researcher did the following:

1. Taking the approval of the official authorities
2. The final application of the questionnaire to the total sample, in the faculty for the preparing kindergarten teachers (Cairo - Mansoura - Minia), and the final application of the questionnaire was done to the total sample in the period from October 14 to December 19 of the first semester of the year 2019/2020.

Second: The Research Sample:

A random sample of the faculty members and their assistants were chosen in the faculty for the preparing kindergarten teachers (Cairo - Mansoura - Minia), to ensure the geographical representation, that Cairo University represents the capital, while Mansoura University represents Lower Egypt and El Minia represents Upper Egypt so that the results of the study can be generalized to faculties for preparing kindergarten teachers in Egypt. Moreover, it was taken into account as much as possible for this sample to represent the original community according to statistics, and many forms have been excluded because some of them did not fulfill the answer to all the statements, or for the randomness of the responses of others until the final number of the sample became (60).

Third: Statistical Treatment:

After collecting and scheduling data, they were statistically processed. To calculate the results of the research, the researcher utilized the following statistical methods:

- Percentage.
- Correlation coefficient.
- Cronbach's alpha Coefficient.
- Estimated degree.

- Average response rate.

The researcher satisfied (0.05) significance level (0.05), and the researcher used SPSS to calculate some statistical transactions.

Fourth: Answering Research Questions:

Answering the first research question, which was "What is the reality of the administrative transparency dimension among the academic leaders of the faculties for preparing kindergarten teachers in light of the experiences of some developed countries (from the viewpoint of the study sample)?"

The first dimension: administrative transparency

Table (4)

Estimated Degree and Average Response Rate of Sample Opinions for Items Regarding the Dimension of Administrative Transparency among Academic Leaders in the Faculty of Preparing Kindergarten Teachers in the Light of the Experiences of some Developed Countries (n=20)

N	Items	Faculty Dean					Heads of Departments				
		Response			Estimated Degree	Average Response Rate	Response			Estimated Degree	Average Response Rate
		Achieved Significantly	Achieved Moderately	Not Achieved			Achieved Significantly	Achieved Moderately	Not Achieved		
1	Academic leaders announce work-related laws and regulations to all subordinates within the faculty upon their issuance.	18	36	6	132	0.73	25	31	4	141	0.78
2	Academic leaders announce the decisions governing the faculty work or department objectively.	22	23	15	127	0.71	29	28	3	146	0.81
3	Academic leaders practice the policy	20	19	21	119	0.66	25	28	7	138	0.77

	of disclosing and announcing information for all subordinates in the faculty or department objectively.										
4	Academic leaders apply most forms of administrative transparency to all faculty or department subordinates.	13	24	23	110	0.61	27	24	9	138	0.77
5	Academic leaders apply transparency neutrally, away from the dubbed and elliptical transparency, which is not appropriate for the nature of work in the faculty or department.	13	25	22	111	0.62	18	35	7	131	0.73
6	Academic leaders apply administrative transparency mechanisms within the faculty in an objective manner.	13	26	21	112	0.62	23	29	8	135	0.75
7	Academic leaders simplify administrative and academic work procedures within the faculty, in a manner that allows the performance of work without	15	32	13	122	0.68	25	30	5	140	0.78

	complication.										
8	Academic leaders take over the responsibilities of facilitating the faculty work in a way that achieves the goals of the university and the faculty following the law.	23	25	12	131	0.73	28	28	4	144	0.80
9	Academic leadership pursues transparency in implementing the regulations and laws issued in terms of (accuracy and clarity - and applying them without discrimination) to all subordinates in the faculty or department.	19	20	21	118	0.66	24	28	8	136	0.76
10	Academic leaders provide an opportunity for all subordinates of the faculty or department to view the institution's future plans and the formal description of responsibilities and tasks in a formal way.	15	24	21	114	0.63	26	20	14	132	0.73
11	Academic leadership verifies in the	24	25	11	133	0.74	27	25	8	139	0.77

	communication media used for work in order to ensure the speedy arrival of information and decisions for all subordinates in the faculty or department.										
1 2	Academic leaders provide clear mechanisms for continuously evaluating the performance of all subordinates.	10	27	23	107	0.59	16	32	12	124	0.69
1 3	Academic leaders commit to justice in the process of evaluating the performance of all faculty or department subordinates.	19	24	17	122	0.68	27	24	9	138	0.77
1 4	The academic leadership shall inform all subordinates of the faculty or department of the results of their performance evaluation upon its issuance.	9	24	27	102	0.57	15	29	16	119	0.66
1 5	Academic leaders involve some individuals representing all categories of	14	25	21	113	0.63	20	33	7	133	0.74

	subordinates in making decisions regarding work within the faculty or department.										
16	Academic leaders provide open channels of communication with the local community and relevant institutions of the faculty or department.	16	25	19	117	0.65	23	25	12	131	0.73
17	The academic leaders keen to publish real information about the college or department and the services it provides to the external community.	21	21	18	123	0.68	34	19	7	147	0.82
18	Academic leaders accept constructive criticism from the external community and plans in its light.	10	26	24	106	0.59	13	33	14	199	0.66
19	The academic leaders follow up on the annual reports submitted by the faculty members of the college or department regarding their scientific activities and research.	17	16	27	110	0.61	25	29	6	139	0.77

20	Academic leaders make activates the complaints and suggestions boxes to the faculty or department periodically and publicly.	10	18	32	98	0.54	19	23	18	121	0.67
21	Academic leaders submit periodic reports to senior management that clearly show the progress of the faculty or department.	17	22	21	116	0.64	18	25	17	121	0.67
Dimension Total Degree					2443	0.65	Dimension	Total	2812	0.74	Degree
minimum confidence interval levels =0.55						Maximum confidence interval levels = 0.79					

Table (4) clarified the following:

- In general, the results indicated that the dimension of (Administrative Transparency) has been achieved moderately among academic leaders in the faculty of preparing kindergarten teachers. That the percentages of the dimension as a whole were (0.56) for the dean and (0.74) for heads of the departments. These percentages ranged from the minimum and maximum confidence interval levels, which revealed that the dimension achieved moderately in the reality of (Administrative Transparency).
- The average response rates for the study sample opinions for this dimension ranged from (0.54: 0.74) for the dean, and (0.66: 0.82) for heads of the departments.
- Most statements on the administrative transparency dimension of academic leaders (the dean - heads of the departments) in the faculty of preparing kindergarten teachers have obtained averages ranging from the minimum and maximum confidence interval level, which indicated that they were achieved moderately.
 - Concerning the statements n. (1), (3), (10) results indicated their achievement moderately, this was due to the fact that advertising through meetings is one of the tasks of academic leaders according to the law on the organization of universities and its executive regulations, as Article (46) confirms that the dean calls for meetings of departmental boards and committees formed in the faculty according to the provisions of this law, as he has to present to them whatever he sees from the topics.

- Concerning the statements n. (4), (5), (6) and (9) results indicated that they were achieved moderately, this was due to the fact that there is a unified law and its executive regulations are the source of the legislation, and that the faculty academic leaders are responsible for implementing and disseminating these laws and regulations to all faculty employees with its application and activation.
- Concerning the statements n. (12), (13), and (14) results indicated that they were achieved moderately, this was due to the fact that academic leaders in faculty of preparing kindergarten teachers depend on annual reports only to evaluate the performance of workers, which are submitted to the Central Personnel Affairs of the university, and that the faculties of preparing kindergarten teachers need advertising and improvement plan to evaluate workers performance, in addition the employees don't not have the opportunity to participate in setting criteria for evaluating their performance, as well as they can't know the positive and negative aspects of their performance appraisal process so that they can benefit from it as a feedback.
- Concerning the statements n. (19) and (21) results indicated that they were achieved moderately, this was due to the fact that following up reports, writing them and submitting them to the higher authorities is considered one of the tasks of academic leaders according to the law regulating universities and its executive regulations; and as in Article (45), the dean presents a report to the president of the university at the end of each year on all aspects of the activity in the faculty and Article (59): "The head of the department reports to the dean at the end of each year on the department's scientific, educational, administrative and financial affairs."
- Concerning the statements n. (11), (16), and (18) results indicated that they were achieved moderately, as it is a requirement and a standard of quality standards, that the use of modern technology and communication media helps to exchange the necessary information Exchanging the necessary information that guarantees the progress of the institution, to develop the faculty's work and keep pace with developments.

The results of the current research concerning (the dimension of administrative transparency among academic leaders) are consistent with the studies of Al-Shammari (2009), Al-Majali (2010), Al-Harbi (2012), Al-Abaniya (2013), Abdullah (2012), Al-Tasha (2014), Al-Shammari (2015), Ahmed (2016) and Hassan (2016) whose results confirmed that the administrative transparency dimensions (transparency in communication, transparency In legislation and laws, transparency in information, transparency in decision-making, transparency in performance appraisal) were moderately practices by Universities academic leaders.

While the results of the current research are inconsistent with the studies of Muhammad (2010) and Harb (2011), whose results confirmed that the practice of administrative transparency by her academic and administrative leaders came to a high degree.

- The average of response ratio for some statements were much less than the minimum confidence interval levels, which illustrated that they were not achieved as statement n. (2). This is due to the fact that there is a general complaints system affiliated with the university administration, which is carried out through interactive electronic platforms launched by the

university for complaints and proposals on its electronic portal, in addition to what was received from the unified electronic complaints system headed by the Council of Ministers to provide documented information and communicate with university employees.

- It is noted also that the response ratio for some the statement n. (2), (8) and (17) were more than the maximum confidence interval levels. This is due to the fact that department heads exercise their duties according to the law regulating universities and its executive regulations. They are keen to announce the decisions and publish information about the college through the meetings held with members of the department as well as the head of the department is keen to supervise the scientific, administrative and financial affairs in the department within the limits of the policy drawn up by the faculty council and the department according to the provisions of the laws, regulations and decisions in force as described in Article (58) of the law organizing universities.

Answering the second research question, which was "What is the reality of the intellectual capital management dimension among the academic leaders of the faculties for preparing kindergarten teachers in light of the experiences of some developed countries (from the viewpoint of the study sample)?"

The Second Dimension: Intellectual Capital Management

Table (4)

Estimated Degree and Average Response Rate of Sample Opinions for Items Regarding the Dimension of Intellectual Capital Management among Academic Leaders in the Faculty of Preparing Kindergarten Teachers in the Light of the Experiences of some Developed Countries (n=20)

N	Items	Faculty Dean					Heads of Departments				
		Response			Estimated Degree	Average Response Rate	Response			Estimated Degree	Average Response Rate
		Achieved Significantly	Achieved Moderately	Not Achieved			Achieved Significantly	Achieved Moderately	Not Achieved		
1	Academic leaders interest in the human component as one of the most important resources for faculty success in achieving its goals.	21	19	20	121	0.67	26	22	12	134	0.74

2	Academic leaders provide mechanisms for detecting the faculty distinguished cadres.	10	23	27	103	0.57	21	23	16	125	0.69
3	Academic leaders categorize Subordinates according to criteria of excellence, not seniority within the faculty or department.	12	24	24	108	0.60	16	23	21	115	0.64
4	Academic leaders provide a database of creative subordinates with distinct experience and knowledge in the college or department.	12	18	30	102	0.57	15	21	24	111	0.62
5	Academic leaders allocate a special department (the information sector) that is responsible for carrying out continuous updating of databases to follow up on subordinates of correspondence and administrative decisions issued by the faculty.	12	36	12	120	0.67	20	27	13	127	0.71
6	Academic leaders allocate specialized committees to follow up the distinguished cadres working in the	8	29	23	105	0.58	13	31	16	117	0.65

	college or department.										
7	Academic leaders keen on providing the infrastructure of equipment and laboratories for the creative workers of the faculty.	14	26	20	114	0.63	17	33	10	127	0.71
8	Academic leaders support creative ideas and opinions financially and morally within the faculty or department.	14	27	19	115	0.64	24	23	13	131	0.73
9	Academic leaders employ human elements with distinct expertise in a way that creates creativity and excellence within the faculty or department.	16	27	17	119	0.66	21	30	9	132	0.73
10	Academic leaders keen to provide programs to develop the faculty's intellectual capital.	11	24	25	106	0.59	15	30	15	120	0.67
11	Academic leaders provide mechanisms for preserving the accumulated experiences of the distinguished faculty employee.	14	19	27	107	0.59	17	21	22	115	0.64
12	Academic leaders have a plan to take	10	23	27	103	0.57	18	23	19	119	0.66

	advantage of the knowledge and experience of distinguished cadres working in the faculty or department.										
1 3	Academic leaders encourage and prepare second-grade cadres in the faculty or department.	13	25	22	111	0.62	20	25	15	125	0.69
1 4	Academic leaders attract distinguished competencies with specialized expertise while supporting distinguished cadres working in the college or department.	14	27	19	115	0.64	20	29	11	129	0.72
1 5	Academic leaders attach the intellectual capital data to the attached financial statement required by the college to submit it to the higher management.	11	26	23	108	0.60	18	22	20	118	0.66
1 6	Academic leaders build social networks within the organization based on trust, values ,and ethics as a motivator for creativity and innovation.	14	29	17	117	0.65	32	20	8	144	0.80
1 7	Academic leaders hold scientific and research protocols	12	25	23	109	0.61	11	27	22	109	0.61

	with various international and foreign universities.											
1 8	Academic leaders encourage faculty members and their assistants to participate in international conferences to produce global knowledge.	17	24	19	118	0.66	23	26	11	132	0.73	
Dimension Total Degree					2001	0.62	Dimension	Total	2230	0.69		
minimum	confidence	interval			levels			=				
0.55								=				
0.79								=				

Table (5) illustrated the following:

- **In general, the results indicated that the dimension of (intellectual capital management) has been achieved moderately among academic leaders in the faculty of preparing kindergarten teachers. That the percentages of the dimension as a whole were (0.62) for the dean and (0.69) for heads of the departments. These percentages ranged from the minimum and maximum confidence interval levels, which revealed that the dimension achieved moderately in the reality of (intellectual capital management).**
- The average response rates for the study sample opinions for this dimension ranged from (0.57: 0.67) for the dean, and (0.61: 0.80) for heads of the departments.
- Most statements on the dimension of intellectual capital management among academic leaders (the dean – heads of the departments) in the faculty of preparing kindergarten teachers have obtained averages ranging from the minimum and maximum confidence interval level, which indicated that they were achieved moderately.
 - Concerning the statement n. (1) results indicated that this statement was achieved moderately. This is due to the conviction and awareness of the academic leaders in the faculty of preparing kindergarten teachers that the human factor is the primary engine and determinant for raising the institution efficiency and developing its performance to make it capable of local and global competition, but the leaders lack the measures that translate these convictions and awareness into practices.
 - Concerning the statements n. (2),(3), (4), (5), (6)and (11) results indicated that they were achieved moderately, because they are quality requirements and standards, therefore academic leaders are keen to place these distinguished cadres in the technical committees

of the department and college; however, some faculties to which the study tool is applied do not obtain quality.

- Concerning the statement n. (7) results indicated that this statement was achieved moderately. This is due to the conviction and awareness of the academic leaders in the faculty of preparing kindergarten teachers as that providing the infrastructure, including equipment and laboratories, is a requirement for approval to open and establish the faculty.
- Concerning the statements n. (9), (10) and (12) results indicated that these statements were achieved moderately; this is due to the academic leaders' keenness to upgrade the faculty and the department through employing those human elements and keeping them in a way that achieves excellence.
- Concerning the statement n. (1) results indicated that this statement was achieved moderately, that academic leaders are keen to encourage members to exchange roles (such as running seminars or giving seminars ...)
- Concerning the statements n. (8) and (15) results indicated that these statements were achieved moderately. This is due to the lack of faculty budgets, lack of incentive rewards and the financial capabilities that support the ideas and creativity that exist in the faculty.
- Concerning the statements n. (17) and (18) results indicated that these statements were achieved moderately. This is due to the fact that the nature of the faculty imposes on us certain types of protocols considering the field (human sciences), and academic leaders encourage members of the teaching staff and their assistants to participate in conferences and scientific celebrations as an executive matter; to ensure the interest of work, to raise the faculty's affairs, and to communicate with other universities.
- Concerning statement n. (14) results indicated that this statement was achieved moderately. This is due to the academic leaders' keenness to host some competencies in the conferences, seminars and scientific conferences in the department to support the distinguished working cadres.

The results of the current research regarding the dimension of (Intellectual Capital Management) are consistent with the results of the studies of Qarni (2012), Abel (2013), Khalif (2014), Zahr (2016), and Rashid (2017) whose results confirmed the availability of intellectual capital and its management by academic leaders inside universities came with a medium degree.

While the results of the current research contradict the results of the study of both Ahmed (2007) and Khalil (2015), whose results confirmed the availability of intellectual capital and its management by academic leaders within universities to a high degree, as the results of the study of Hashem (2016) who stated that the availability and management of the dimensions of intellectual capital came to a low degree by academic leaders within universities, in addition to the study results Bratianu.C (2016), Corcoles-y (2013) Ramirez.Y, et-al (2013) which illustrated that the intellectual capital management and its methods of measurement are high; this is due to the difference in the cultural environment and material capabilities between Arab and foreign countries; as it recognizes the importance of intellectual capital as a dynamic system of intangible elements whose management is essential to creating value in universities.

- It is noted that the average response ratio of some of the statements as statement n. (16) were more than the maximum confidence interval levels, which indicated that they were achieved highly. This is due to the awareness of heads of the departments that caring for human relations helps the organization absorb knowledge and control resources. While this statement was achieved moderately by the dean as a result of his preoccupation with work tasks and time constraints, as the dean under his authority has many departments (academic and technical) while the department is concerned with (technical management) of the department only.

Answering the second research question, which was "What is the suggested proposal for developing the dimensions of administrative transparency and intellectual capital management among academic leaders in faculties of preparing kindergarten teachers in light of the experiences of some developed countries?"

The suggested proposal for developing the dimensions of administrative transparency and intellectual capital management among academic leaders in the faculties of preparing kindergarten teachers in light of the experiences of some developed countries.

a) Principles of building the suggested proposal (the philosophy):

The philosophy of the suggested proposal is based on the following principles:

1. The specificity and importance of faculties of early childhood education and its responsibility for preparing kindergarten teachers, as childhood is considered one of the most important stages in which the basic features of the child's personality are formed, and it also represents the fixed base for raising and educating the child, refining and preparing him for the next educational stages.
2. The success of the faculties of preparing kindergarten teachers depends mainly on the academic leaders' competence level; as the basis for the success of any institution depends on the success of its leaders.
3. The imperative need for some organizational dimensions (administrative transparency - management of intellectual capital) for academic leaders in the faculties of preparing kindergarten teachers, as it is the heart and foundation of management, and its impact on university education organizations in general and its management, in particular, seeking to achieve excellence and institutional competition.
4. Egyptian universities face many local and global challenges, such as accelerating technological changes and increased intensity of local and global competition appearing through international classifications and universities' ranking, which necessitates the need to develop some organizational dimensions (administrative transparency - intellectual capital management) in light of the experiences of some developed countries.
5. The need to develop some organizational dimensions (administrative transparency - management of intellectual capital) for academic leaders in faculties for preparing kindergarten teachers in the light of the experiences of some developed countries; as based

on the results of the current study - and some previous studies - about the necessity of developing the academic leadership performance in some dimensions Organizing which is represented in (administrative transparency - management of intellectual capital).

b) Objectives of the suggested proposal:

The suggested proposal aimed at the following:

1. developing of some organizational dimensions (administrative transparency - management of intellectual capital) among academic leaders in faculties for preparing kindergarten teachers in light of the experiences of some developed countries.
2. providing a guiding model that helps those in charge of leading faculties of preparing kindergarten teachers in applying some organizational dimensions (administrative transparency - management of intellectual capital) in an optimal, more effective, and distinctive way within the organization.
3. providing some procedures, mechanisms ,and requirements for implementing the suggested proposal for developing some organizational dimensions (administrative transparency - management of intellectual capital) among academic leaders in light of the experiences of some developed countries.
4. presenting solutions to face the obstacles of implementing the suggested proposal for developing the dimensions of administrative transparency and intellectual capital management for academic leaders in light of the experiences of some developed countries.

c) Premises of the suggested proposal:

The suggested proposal for the current research is based on the following postulates:

1. The challenges facing Egyptian universities and all of their faculties in general, The challenges facing Egyptian universities and all of their colleges in general, which requires them to shift from traditional performance to competitiveness based performance, and transforms performance quality standards from local standards to global standards, as well as the challenges facing faculties in preparing kindergarten teachers in particular, including (educational challenges) that require modernization in their programs to keep pace with global developments, and (Strategic challenges) that necessitate the identification of the aims, goals ,and policies of university education, in addition to the (administrative, ethical and developmental challenges) that impose on the institution ethical leadership, the development of administrative practices, and the participation of workers in decision-making and taking.
2. The importance of the role of academic leaders in the faculties of preparing kindergarten teachers in achieving their goals, developing them, and bringing them to the highest levels of quality and competitiveness.
3. The need to raise awareness and develop some administrative organizational dimensions (administrative transparency - management of intellectual capital) among academic leaders in light of the experiences of some administratively developed countries, given the

nature of their administrative and leadership roles in general, which in particular necessitates them being able to manage many administrative practices, as well as keeping pace with the nature of the age and community conditions.

4. The possibility of benefiting from the experiences of some leading developed countries in the field of management such as (the United States- Japan - Russia - Spain - the Netherlands)

d) Elements of the suggested proposal and its implementation mechanisms (its features):

Elements of the suggested proposal include what should be some of the organizational dimensions (administrative transparency - management of intellectual capital) for academic leaders in faculties of preparing kindergarten teachers in the light of the experiences of some developed countries (the United States - Japan - Russia - Spain - Netherlands) as shown as follows:

The First Dimension First: Administrative Transparency Dimension

Academic leaderships in faculties of preparing kindergarten teachers should take care of the following practices in the dimension of administrative transparency:

- Academic leaders shall practice the policy of disclosing and announcing work-related laws, legislations, and decisions for all faculties' subordinates as soon as they are issued objectively.
- Apply most forms of administrative transparency represented in (transparency in systems and regulations, transparency in work procedures, transparency in performance evaluation, transparency in management information systems, transparency in administrative communication), while moving away from dubbed transparency (arbitrarily transmitted and transcription-style) and elliptical transparency (which serves the interests and ideology of its source and designer of its mechanisms) that are inconsistent with the nature of work in the faculty or department.
- Simplifying the administrative and academic work procedures within the faculty and the department in a way that allows the performance of the work easily.
- Apply administrative transparency mechanisms within the faculty and department in a uniform and objective manner.
- Provide an opportunity for all faculty subordinates to view the institution's future plans and formal description of tasks and responsibilities in a formal manner, and involving them in decision-making regarding work.
- Providing clear mechanisms to evaluate performance on an ongoing basis, with all subordinates being informed of the results of their performance appraisal as soon as they are issued.
- Diversification in the communication media (written, telephone, photocopy, periodic meetings ...) used by employees to ensure the speedy delivery of information to all subordinates
- Take into account transparency in the information system in terms of (honesty, timeliness, clarity, and accessibility).
- Activating the complaints and suggestions boxes periodically and publicly, and submitting periodic reports to the higher management regarding the workflow of the college and the department clearly.

Suggested implementation mechanisms:

- Presenting awareness programs in forms and mechanisms of administrative transparency for faculty leaders, and the need to respect them within the institution.
- Holding periodic meetings to inform employees of the regulations, laws, decisions, and administrative and academic work procedures in the faculty and the department objectively.
- Issuing and preparing organizational guidelines for laws, regulations, and regulations governing work, with information being made available to workers in a suitable time.
- Forming committees to monitor and follow up the application of transparency mechanisms and policies (transparency in systems and regulations, transparency in work procedures, transparency in performance evaluation, transparency in administrative information systems, transparency in administrative communication) within the college.
- Using information mediators: It is a "team" working group to collect coordinate and classify information in a way that is easily understood and accessible to all employees, by putting this information in a location that facilitates the user to find this information easily "electronic - and paper."
- Using performance reports as a method of evaluating performance, reviewing these reports, and using websites as repositories of evaluation information and publishing them, while activating self-evaluation and presenting its results, taking into account the adoption of objective criteria in evaluating the performance of workers and away from the medium, bias, and favoritism.
- Establishing a network and building a database to monitor the activities of the administrative college, publish results of the performance appraisal for employees, publish information about the institution, and hold webinars on the Internet related to transparency, its forms ,and mechanisms.
- Designing bulletins distributed to employees to display information, decisions, internal regulations and any new ones related to the institution.
- Creating electronic blogs to save personal data of all employees and easy access to information related to the decisions, laws ,and regulations of the college, and the formation of an electronic unit responsible for helping all employees of the college to access any information at any time.
- Activating the "personal offices" responsible for keeping decisions, files, information, and complaints, and a copy of the periodic reports on the work progress of the college, the future plans of the institution, and the results of the staff performance evaluation.
- Diversification in the communication media (written - phone - photocopy - meetings ...), encouraging technological communication between the members of the institution on the one hand and the external community on the other hand, and providing communication channels for complaints and suggestions "telephone - by post - personally".

The Second Dimension: Intellectual Capital Management:

Academic leaderships in the faculties of preparing kindergarten teachers should take into consideration the following practices in the dimension of intellectual capital management:

- Paying attention to the brilliant human elements as one of the most important resources to achieve the faculty's goals and employ these distinguished experiences in a way that achieves creativity and excellence within the faculty and the department.
- Providing mechanisms to discover distinguished and bright cadres, and classifying those distinguished cadres, while providing a mechanism for preserving their accumulated experiences.
- Providing a database for distinguished cadres with creative experiences and knowledge, taking into account the continuous updating of this base, in addition to following up distinguished cadres.
- Supporting creative ideas and opinions financially and morally, while developing a plan to benefit from the accumulated knowledge and experiences of the distinguished cadres working in the faculty.
- Attracting distinguished competences with specialized expertise and developing them professionally, motivating them and increasing their motivation to achieve, while supporting distinguished cadres in the faculty and department.
- Providing the infrastructure of equipment and laboratories for creative workers in the faculty and the department.
- Providing programs aimed at developing human elements and refining their expertise and knowledge to achieve a competitive advantage from a distinguished human resource.
- Working scientific and research protocols with various international and foreign universities.
- Signing scientific and research protocols with various international and foreign universities.
- Encouraging faculty members and their assistants to participate in local and international conferences to produce global knowledge.
- Building social relationships within the faculty based on trust and ethical values as a catalyst for creativity and innovation, with the faculty, constantly monitoring the wishes and needs of the beneficiaries and developing its programs and work mechanisms according to their wishes.

Suggested implementation mechanisms:

- Create a database for creative individuals; its mission is to determine the intellectual capital (human - structural - relations) owned by the faculty, and to classify bright minds according to the criteria of excellence, not seniority, as well as set up specialized committees to follow up on them.
- Create storage chains called (warehouses, live libraries) that contain the accumulated stock of knowledge and help to create social networks and exchange knowledge between individuals and across faculties.
- Organizing workshops as a way to bring together international experts and practitioners to exchange their views and experiences and transfer their creative ideas to these rare bright minds.

- Holding training courses to upgrade the expertise of human elements, with the aim of updating their knowledge and expertise annually.
- Preparing guides for good practices that emphasize the generation of creative ideas and opinions and distributing them to employees with specialized and bright experiences in the college, in addition to strong training campaigns for the distinguished cadres in the institution, and displaying them on the internal information network.
- Attracting distinguished individuals to assist and benefit from them, in addition to carefully selecting and appointing individuals according to specific criteria.
- Motivating employees to provide creative ideas and proposals to develop the performance of the college, by preparing reports of intellectual capital in its three dimensions, explaining the budget needed to support it, its measurement methods and mechanisms, and then raising it to senior management to assess the college's efficiency and the level of support needed.
- Offering programs that focus on cognitive energies and individuals who are able to produce good ideas such as:
 1. **The recruitment and selection program for creative workers:** This includes the recruitment of creative competencies and creative talents in institutions, which allows them to acquire creative ideas, in addition to attracting consultants who have intellectual talents, and the work of meetings, meetings, and discussions between creative human elements and these advisors; to transfer and exchange experiences and study good cases.
 2. **Program to sharpen the workers' intellectual ability:** It requires establishing a series of meetings, in which the human elements present their proposals and opinions and discuss them directly, then develop the competencies and capabilities of mental workers by assigning them to new, difficult and challenging tasks, and setting high standards for the performance of college staff.
 3. **The program providing a stimulating climate for the creativity of workers:** aims to provide the appropriate and stimulating climate to invest the employees' capabilities, skills, knowledge and creative ideas, and to develop a comprehensive policy for creative ideas such as (posters - publications - advertisements), conducting competitions, and giving prizes that motivate those elements.
 4. **The Structural Capital Development Program:** Its goal is to reduce the routine work of creators and enhance their suitability, and the most important elements inside it are technology, pamphlets, data and information.
 5. **The program of encouraging social relations:** creations must take place within the framework of informal groups based on trust, as strong trust between human elements encourages the exchange of knowledge and the cultivation of skills.

6. **Program for providing resources for intellectual capital:** that is, providing advanced technologies, enabling distinguished employees to attend scientific conferences and meetings, providing consultants to help them, and providing budgets to implement these creative ideas.
7. **The research and development program in the field of intellectual capital:** focuses on the interest in research in the field of intellectual capital industry, by providing the opportunity for distinguished human elements to express their views and creative proposals and encourage direct dialogue, for the purpose to mature creative ideas.

- Participating in global databases, providing access to faculty members and their assistants to it, and emptying the distinguished faculty member in search of some days during the week to give him enough time for scientific research and not to be overburdened with routine work.
- Holding seminars and courses locally and internationally, and making scientific and research agreements with various international universities and research institutions.
- Allocate an adequate budget to finance and support research projects, and establishes a mechanism to guarantee copyright and ownership.
- Setting attractive annual awards at the college level for internationally published researches to encourage competitors to compete, and their research output will have an advantage, with the setting of monthly salary allowances in exchange for distinguished research publishing, and the formation of committees that operate according to specific criteria, on the basis of which the distinctive research is chosen, which reduces Patronage and personal interest.
- The formation of faculty research teams contribute to increasing the quality of research performance.
- Establish an effective communication system for communication between faculty employees and beneficiaries across other faculties, both publicly and specifically.

d) Requirements for Implementing the Suggested Proposal:

A set of requirements must be met to implement the suggested proposal mechanisms for the two dimensions of administrative transparency and intellectual capital management in faculties for preparing kindergarten teachers as shown as follows:

- Increase the budget for incentives to be awarded for excellent performance and fund research projects in the college.
- Increase the training programs and courses for academic leaders in faculties for preparing kindergarten teachers in order to build a knowledge base about administrative transparency mechanisms and how to deal with subordinates from the perspective of justice and equality, in addition to increasing training courses for working cadres who are able to produce creative ideas and opinions to refine their expertise and knowledge.

- Linking the passing of these programs and training courses to career advancement to obtain material and moral incentives for those who are distinguished on the other hand, while following up the impact of these training programs within the faculty.
- Providing the necessary material resources (laboratories and equipment, computers, internal information network "the Internet", telephones, faxes ...), diversification in forms of communication within the college from mechanisms (photocopying, writing, technical ..), and providing channels for complaints (telephone, Mailing, personal ..), and announcing college support services "Ethics Hotline, Online Advisory Groups to resolve any ethical dilemma).
- Linking the databases available in the faculty with the databases of the university administration and the agencies affiliated with the work.
- Modifying the performance evaluation form, and diversifying it to monitor the performance of all employees represented in “performance reports, union contracts,” performance agreement contracts”, periodic and self-evaluation using specific evaluation forms, performance indicator boards.
- Activate the work teams, and announce their tasks and roles with flexibility to replace change and renew their members for the benefit of working in the college, such as (research work teams to increase the quality of research performance and others).
- Updating and modifying the organizational structure of the college to introduce some new units within the college as a "unit of information mediators", and activating the committees and announcing them to all workers to know their roles and tasks, such as the follow-up committee, monitoring procedures and policies, and following up the bright minds of the college, and the ethical committee to report on ethical problems and others.
- Activating effective systems for meetings, workshops and interviews within the college.

e) **Obstacles to Implementing the Suggested Proposal:**

The following table shows some of the obstacles expected to occur when implementing the proposed concept in colleges for the preparation of kindergarten teachers, and the solutions provided to address them:

Table (7)

Obstacles of implementing the suggested proposal, and the proposed solutions to confront it

Obstacles	Suggested Proposal
Poor budget and incentives for good performance, funding for research projects and creative opinions.	Create multiple sources for supporting and self-financing, "as units with a special nature, new study programs, integrated and open education programs, and other self-resources."
The reluctance of the targeted groups to	Linking the passing of these programs and training

"academic leaders and some subordinates who are able to generate creative ideas" to attend courses and training programs to refine their experiences and knowledge about organizational dimensions.	courses to career advancement on the one hand, and obtaining material and moral incentives for those who are distinguished on the other hand, and linking them with certificates of excellence.
Malfunctions of the necessary material resources (laboratories and equipment, computers, internal information network "the Internet", telephones, faxes ...)	Setting specifications and standards according to which the devices are selected at the highest level of quality, with continuous periodic maintenance of the devices, and taking precautionary measures in the event of breakdowns for those who use the internal information network "the Internet".

Fifth: The suggested future research

- The effect of practicing the dimensions of administrative transparency on building a system that calls for integrity and quality administrative performance in higher education institutions.
- Methods of measuring intellectual capital to achieve the competitive advantage of Egyptian universities in light of the experiences of some developed countries.

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