

Administrative Accountability and Its Relationship to Organizational Values Among College Deans

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ABSTRACT

This study aims to determine the level of administrative **accountability** shown by college deans. It also aims to assess the degree of organizational values among deans of government colleges in Baghdad Governorate, as perceived by the heads of scientific departments at these institutions. It also aims to determine the correlation between the level of administrative accountability and the level of organizational values among deans of government colleges, from the perspectives of heads of scientific departments at universities in Baghdad Governorate. The researchers used a descriptive and correlational approach to arrive at the research results. The study population included (466) heads of scientific departments at the colleges of the University of Baghdad. The **study** sample was randomly **selected** (50%), and its number was (233) department heads. For the purpose of achieving the study aims, the researchers built two scales, one of which was to measure administrative accountability, with (43) items distributed over four domains. The second scale, organizational values, includes three domains and (43) items. To analyze the data, we used two independent-samples t-tests, a one-sample T-test, and the Pearson correlation coefficient.

Keywords: Administrative accountability, Organizational values.

SHOWN ONE

THE STUDY PROBLEM

Iraqi universities face major obstacles because managing them is not easy. After all, it includes challenges related to changing views of knowledge between the past and the present. These changes strongly affect universities' role and their responsibility to advance society. Any defect in educational administration reflects negatively on the outcomes of higher education. Therefore, universities must control administrative work, ensure proper direction, and achieve effectiveness and efficiency.

Follow-up, accountability, evaluation, and keeping pace with the new era require universities to adopt open administrative policies and commit to administrative accountability, transparency, and participation in decision-making. Administrative accountability is one of the effective administrative processes in achieving better levels (Abdul Wahab, 2009: 23). In this regard, the scientific conference held by Al-Mustansiriya University on 6/5/2010 confirmed the existence of deficiencies and a lack of familiarity on the part of deans within the university in the process of administrative accountability, which negatively affects their leadership capabilities. (Scientific Conference, 2010).

Accountability is considered the backbone of directing values and principles in the right direction. Achieving success in university institutions requires promoting positive values in colleges because organizational values shape individual behavior and influence all work carried out. To carry out his duties well and face the difficulties of administrative work, the dean must have organizational values to meet the challenges and requirements of the new reality and social and economic changes. In addition to the requirements of the internal environment in his relationship with college deans to ensure the achievement of organizational goals and confront external challenges (Abbas, 2003: 13). This is evident in what was indicated by the Ministry of Higher Education and Scientific Research, as the National Conference for the Reform of Higher Education and Scientific Research held at the University of Baghdad on (2/28/2010) recommended the need to enhance the level of accountability at Iraqi universities and enhance their organizational values (The National Conference for Education Reform in Iraq (2010).

SIGNIFICANCE

Iraqi educational institutions are an important source of development and modernization. They play a prominent role in leading **both** teaching and learning. Universities must be effective in achieving high-level higher education outcomes and keeping pace with the knowledge and technology revolution.

Also, Administrative accountability is a major element of the administrative process carried out by the dean at any administrative level. Administrative accountability plays a vital role in organizations by providing a systematic mechanism to evaluate and gauge operational performance against established objectives (Al-Zoubi, 2011). Functioning as an overarching principle for workplace conduct and tasks, its implementation yields several critical organizational outcomes. Specifically, it aligns strategic vision with execution, improves leadership

selection, enhances performance evaluations, and reinforces meritocratic systems of reward and discipline (Al-Qudah, 2005).

On the other hand, accountability is closely linked to organizational values. These values, or organizational culture, serve as the main guide for behavior. This relationship is the product of collective work, which in turn reflects the group's feelings about what is desired, or vice versa (Al-Amyan, 2005: 107). Organizational values are important for good interaction between the dean and faculty members because they increase opportunities for teamwork and goal achievement, create a unified administrative unit in social relations within the institution, and help avoid administrative corruption and favoritism. (Slataniyeh, 2013:60).

Aims

To assess the level of administrative accountability demonstrated by college deans at universities in Baghdad Governorate, as perceived by heads of scientific departments.

To evaluate the prevalence of organizational values among college deans across Baghdad Governorate universities from the perspective of department heads.

To determine the statistical correlation between administrative accountability and organizational values among college deans in Baghdad universities based on the viewpoints of department heads.

DEFINITION OF TERMS:

First: Administrative Accountability

Helmy (1998): Administrative accountability represents the field in which the individual is accountable to a higher authority for his practices. It includes providing proof and evidence that his practices were consistent with the objective goals and contributed to achieving them (Helmi, 1998, p. 824).

Abu Hashish (2010): The president **inquires** about subordinates accountable for the work they perform and notifies them of the level of this performance, which includes: explanation, motivation, development, punishment, and the correction it requires, etc. (Abu Hashish, 2010, p. 602)

Zakarnah (2015): It is the ability to provide an explanation or justification for a performance and accept responsibility for actions and events that took place within the organization, as well as identifying the roles played by those responsible for these actions (Zakarnah, 2015, p. 91).

Second: Organizational Values

1-Maher: (Hassan, 2004, p. 151)

It is the ideal structure of principles through which the individual views what his behavior and the behavior of others should be, and these values are reflected in the external behavior of individuals (Hassan, 2004, p. 151).

2-Alemyan: (Al-Amyan, 2005: 25)

It is a process that represents values in the workplace or environment and directs employees' behavior across different organizational circumstances.

3-The Dean: (Ministry of Higher Education and Scientific Research, 1988).

He is a person who holds a doctorate and is required to have at least the rank of assistant professor and the rank of general manager

4-University: Ministry of Higher Education and Scientific Research, 1988

As the apex of the Iraqi higher education system, the university functions as a vital institutional hub for cultural, intellectual, scientific, and technological advancement. It provides an environment that fosters critical thinking, creativity, and innovation in alignment with statutory educational goals. Beyond instruction, Iraqi universities drive ongoing research across diverse academic and practical domains, operating through a structured network of faculties, specialized institutes, research centers, and affiliated academic units.

Section Two: Theoretical Background

The Concept of Administrative Accountability:

Accountability is one of the most modern management concepts. It is an important entry point for achieving mutual trust within the administrative agency. It is seen as a process to ensure proper procedures within educational institutions. It includes explaining and clarifying how the work and behavior are carried out. Diagnosis also includes identifying weaknesses and the factors that lead to them. As well as to diagnose and enhancing strengths to improve and develop the educational environment to achieve positive results (Al-Khawaldeh, 2007, p. 30).

Some authors take a different view of managerial accountability. Some believe that administrative work and its activities can be controlled and directed to achieve the highest level of practical performance of educational objectives. On the one hand, it is a strategy to facilitate and accelerate the process of evaluating education to assess its impact; on the other hand (Muslim, 1993, p. 23). Al-Tawil (2006) states that a person holds another person

accountable for the performance he should perform and attains the level of this performance by evaluating these behaviors in a collaborative atmosphere designed to control and maintain performance (Al-Tawil, 2006, p. 230) while, on the other hand, Grondlund (1974) refers to it as His willingness to take responsibility for failure or accept thanks and appreciation for success and accomplishment, and includes an explanation of why failure occurred and what must be done to correct the situation (Girondlund 35). : 1974).

Significance of Administrative Accountability

The significance of activating administrative accountability is reflected in achieving organizational cohesion in various educational institutions, as well as social and educational cohesion at the community level, and building confidence in the work of the educational administration. Hence, positive and effective results can be expected (Dwairi, 2002: 95). Therefore, the significance of administrative accountability is expressed as follows:

It is a means of monitoring the work of employees and is necessary to achieve organizational effectiveness.

It provides disclosure of how the work was accomplished and attempts to find and correct obstacles, difficulties, or errors by reviewing previous work (Harris 2006: 157).

It is considered that this is a process that includes clarifying the nature of the work performance to the objective authority (Rashida's brother, 2006: 67).

Principles of Administrative Accountability

The administrative accountability process relies on several principles to establish rules within the organization. Employees participate and agree to these principles as a road map toward achieving the educational institution's goals. Some of these principles have been identified, the most important of which are as follows:

Clarity of the System's Rules and Punishment for Violations: Subordinates must be aware of the organization's principles and values and must adhere to them. Anyone who violates it is subject to accountability (Bashinah, 2013, p. 73).

2-The Principle of Directly Implementing Punishment:

Violations and their penalties must be stated so that subordinates realize them. Therefore, he can avoid them. Punishment cannot be applied without study and clarification in order to achieve the development of organizational behavior in line with its laws and cultural values (Abu Sharkh, 2009, p. 203).

3-Fairness in Applying Punishment:

There must be fairness in applying administrative accountability and punishment. This ensures workers accept it with satisfaction and without complaint (Al-Bakkar, 2013, p. 143).

4-Accountability and Uniformity in Imposing Punishment:

This principle is one of the most important principles of accountability

5-Administrative Wisdom When Imposing the Penalty:

This is explained by the fact that the penalty is not linked to a specific person but rather to the violating situation within the educational institution (Al-Bakar, 2013, p. 143).

6-The Principle of Gradation in Severity of Punishment:

This principle shows that each violation has an appropriate punishment that intensifies according to the importance of the violation and its impact on the institution's income (Akhwarshida, 2004, p. 47).

Benefits of Administrative Accountability:

Clarifying the tasks and roles of workers in the educational field - students, teachers, principals, supervisors, and others- and knowing their roles within the organization (the school).

Emphasizing the outcomes of the educational process, job performance in an objective and scientifically accurate manner, and involving teachers in training and development courses appropriate to their specializations.

Working on the principle of accountability (reward and punishment) to ensure the improvement and development of job performance and evaluation within the organization.

Fighting administrative bad phenomena such as nepotism within the educational institution.

Developing and strengthening confidence in the educational administrative **system** through material and moral incentives (Adam, 2000: 44).

The Concept of Organizational Values

Researchers and thinkers have differed in defining the meaning of values or in standing on a unified concept. This is because studying values is linked to studying individuals. After all, values are human characteristics associated with individuals, distinguished by their different perceptions and cognitive structures.

As the cornerstone of organizational culture, values define the core guiding philosophy required for institutional success. They mirror workforce sentiment and commitment, establishing a behavioral framework that governs daily workplace practices and aligns staff efforts with organizational objectives. Thus, it is believed that the success of an organization depends on how its employees perceive these organizational values and how they act in accordance with them (Al-Awafi, 2005, p. 13). Organizational values also have a fundamental role in determining the basic indicators of the behavior of bosses in terms of their practices during work, their decision-making, and their treatment of the administrative problems they face at work (Al-Nasaim & Al-Ruwaih, 1999 p. 11). Najla (2002) indicates that it is the set of beliefs and trends that confront the behavior of managers towards goals or means that these managers choose and prefer because they believe in their validity and determine the approach they follow in carrying out their work, managing their organizations, and making their decisions (Najla, 2002, p. 245).

Significance of Organizational Values

Organizational values are important to managers because an organization's effectiveness and growth largely depend on the values held by its members, especially those at the top of the organizational hierarchy. Managers' expectations can affect subordinates' values and behaviors. It also affects the basic characteristics of their behavior. Therefore, it can be said that providing common organizational values among members of the organization has the following significance :

Values are the driving force and organizing force of behavior within an organization. (Al-Qaryouti, 2009: 180).

It presents managers with broad limits against which managers must formulate managerial tasks, make decisions, set goals and methods for achieving them, and choose methods of control (Mumtaz, 2013: 159).

Creating an engaging and interactive relationship between the manager and employees, increasing trust and opportunities to participate in decision-making.

Developing employees' awareness and commitment and enhancing their sense of belonging, which reflects positively on their performance (Awad, 2007, p. 66).

Organizational values are an important factor in the unity and cohesion of the general culture. (Assaf, 1999: 144).

Characteristics of Organizational Values

The characteristics of general organizational values have been defined differently by researchers and scholars because organizational values have a set of characteristics, including:

Organizational values are concerned with developing the spiritual side of the individual and dealing with the noble human nature involved in making decisions based on his intellectual readiness and intellect.

Organizational values define responsibility, respect for the system, formal authority, formal organization, and organizational structure, and the pursuit of obedience to them (Al-Fahdawi, 2004, p. 25).

Organizational values are a human factor that shapes the individual's consciousness, develops his intelligence and creativity, and makes him responsible for decision-making in the organization and for following formal procedures.

Organizational values affect individuals and groups equally.

Organizational values are relative because they differ among individuals at work (Najm, 2000: 101).

Types of Organizational Values

Although authors differ in how they classify organizational values, they generally agree on the content because differences are not necessary. One of the most famous divisions in this field is that of Francis and Woodcock (1995), who divided organizational values into (12) organizational values, grouped into four main questions:

Administrative Management Values: Pertain to governance and organizational authority. This dimension encompasses the exercise of institutional power, meritocracy, and merit-based reward systems.

Task Management Values: Emphasize operational performance and strategic goal attainment, guided primarily by the core principles of effectiveness, efficiency, and resource economy.

Relationship Management Values: Address workforce engagement and employee commitment necessary for organizational success, relying on fairness, collaborative teamwork, and adherence to law and order.

Environmental Management Values: Require an organization to comprehend and shape its broader operating context, driven by defensive competitiveness and the proactive exploitation of external opportunities.

Organizational Values: Most Important Sources

The cultural framework in which the individual lives is affected by its variables.

The various habits and experiences that crystallize among individuals.

Repeated behavioral practices are constantly transformed into values.

Individual and social needs impose new life requirements and are then transformed into new values (Al-Tajam, 2000, p. 100).

Educational institutions are an important source of organizational values.

Society, role model leadership, and civil service legislation (Al-Amyan, 2005, p. 113).

Community values and ethics.

Cumulative experience. These values derive their importance, methods of consolidation, and weight from the accumulated experiences of working individuals (Abu Al-Nasr, 2005 p. 66).

PREVIOUS STUDIES

First: Arabic Studies on Administrative Accountability

Judges (2005) aimed to identify patterns of educational leadership among college deans in Jerash Governorate and their relationship to department heads' administrative accountability.

Methodology: The researcher used a descriptive analytical approach and a questionnaire, and the study population and sample consisted of all deans in Jerash Governorate, totaling 174.

Statistical Means: The following statistical methods were used :

Standard Deviation, Arithmetic Mean, Pearson Correlation Coefficient, Cronbach's Coefficient, One-Sample t-test, and the two-sample independent t-test.

Study Results: The study has reached a set of results:

The style of leadership's interest in work is more prevalent than the style of leadership's interest in its workers.

B. Mayors in Jerash Governorate have high-level administrative accountability for all four areas (Al-Qudah, 117, 2005).

Second: Studies Related To Organizational Values

Al-Zoman (2001) aimed to identify the impact of organizational values as a motivation for enhancing the tendency toward organizational change among deans.

Study Approach Adopted: Descriptive-analytical Approach.

Population: The study population consisted of college deans and their equivalents in government agencies in Riyadh.

Sample: The sample size was 450 managers.

Study Tool: The tool used is a questionnaire.

Statistical Means: The researcher used the organizational values scale prepared by (Frances Woodcock).

Results:

The presence of eight organizational values in the government agencies investigated: strength, effectiveness, justice, work teams, law and order, defense, exploiting opportunities, and competition.

The deans were divided over the extent to which the values of reward, elite, efficiency, and economy are present in the agencies in which they work, and the results were revealed.

There is a positive correlation between the job rank held by the dean and the values of efficiency, justice, and exploitation of opportunities.

There is a statistically significant relationship between the values of effectiveness, work teams, order, law, exploitation of opportunities, justice, and defense, and the deans' attitudes toward organizational change.

Section Three

Study Methodology And Procedures:

This section outlines the methodological framework and procedures executed to fulfill the research objectives. It details the overarching study design, target population, sampling strategy, and instrument development process, and concludes with an overview of the statistical techniques used for data analysis.

First: Methodology:

It is a way of thinking and working that researchers adopt to organize their thoughts, helping them reach scientific results and facts about the phenomenon studied (Alyan & Ghoneim, 2000, p. 33). Adopting the descriptive, correlational approach for the purpose of achieving the research aims and studying the phenomenon in terms of its characteristics and factors influencing it as an accurate description (Obeidat, 1997, p. 47).

Second: Search Procedures

After the researcher defines the research problem and objectives, he must also carry out research procedures to achieve them. The first of these procedures is to define the research population, determine the sample size, select the sampling method and identify the tools used to collect data. The following explains this.

1 – Study Population

The study population includes all individuals and elements from whom we obtain information related to the research problem under study. The researcher seeks to generalize the study results to the population through the sample. The population must be described accurately to achieve the study's aims (AlQandalji, 1993, p. 85).

The study population consists of all department heads in the colleges of universities in Baghdad Governorate, totaling (466) heads of departments distributed among (5) colleges, as shown in Table No. (1) :

Table (1)The Study Population Distributed According To The Five Universities During The Academic Year (2023-2024).

No.	University	Number of Heads of scientific departments
1	Baghdad	221
2	Al-Mustansiriya	89
3	Technology	115
4	Al-Nahreen	40
5	Al-Iraqya	49
Total		466

2- Study Sample

The sample is part of the population. For the sample to represent the population honestly and accurately, it must be selected with parity and equality across the study population. The sample must be large and selected randomly to ensure accurate results (Awad, 1994, p. 153). The sample was 233 Heads of Departments, forming 50% of the population, as shown in Table (2) :

Table (2)The study sample is distributed across the five universities during the academic year (2023-2024).

University	Administrative Position	Prof.	Assist. Prof.	Total
Baghdad	Head Of The Department	29	57	86
Mustansiriya	Head Of The Department	12	31	43
Technology	Head Of The Department	19	39	58
Al-Nahreen	Head Of The Department	4	16	20
Al-Iraqya	Head Of The Department	8	18	26
Total	Head Of The Department	72	161	233

Study Two Tools:

The researcher's choice of tools for collecting data and information depends on several factors. The most important of these factors is the nature of the research and its suitability to the data-collection method and the study population, as well as the extent of the researcher's knowledge of the method or tool (Alyan & Ghoneim, 2000, p. 81). Therefore, choosing appropriate tools to collect data from the research sample is a fundamental pillar of research success. Information and items for the administrative accountability and organizational values scales were obtained from several sources after the scales went through several steps and stages to reach their final form. The key phases in constructing the two measurement scales involved the following procedural steps:

Literature Review: Conducting a comprehensive review of relevant literature, scholarly periodicals, prior empirical studies, and conference proceedings pertaining to administrative accountability.

Instrument Benchmarking: Examining existing regional (Arab) and international scales and standardized instruments directly aligned with the research focus.

Expert Consultation: Seeking feedback from specialists in educational administration, measurement, and evaluation, and incorporating their recommendations to align the instruments with the study's specific aims.

4-Reviewing the tasks of department heads and benefiting from them in constructing the scale items:

Having reviewed the tasks of the department heads, in light of this, the administrative accountability scale was prepared, which includes (43) items distributed over the four areas of the scale, which are: adaptation domain with (11) items, goal achievement domain with (11) items, integration domain with (11) items, stress management domain with (10) items. Therefore, the administrative accountability scale consisted of (43) items. The organizational values scale also included (43) items distributed across three domains: the human dimension

domain with (14) items, the power of authority domain with (14) items, and the work structuring domain with (15) items. Therefore, the organizational values scale consisted of (43) items.

Scoring Scheme of the Scale

To score the scale, a five-point Likert scale with five alternatives was adopted. The verbal response scale was translated into a digital scale. Each response was given a certain score, as follows:

First Alternative: extremely large: (5) score .

Second Alternative: large: (4) score.

Third Alternative: moderate large : (3) score.

Fourth Alternative: little : (2) score.

Fifth Alternative: never : (1) One score.

Face validity

To establish face and content validity, a panel of 13 subject-matter experts and experienced arbitrators evaluated the two research instruments. The panel assessed each item's alignment with its corresponding variable and recommended approval, modification, or deletion. Items were retained if they achieved an approval rating of 82% or higher. This criterion satisfies established psychometric standards, which dictate that an expert consensus threshold of 75% or greater provides sufficient evidence of instrument validity.

RELIABILITY

To establish instrument reliability, a pilot sample of 20 participants—excluded from the primary research cohort—was administered the questionnaire using a test-retest design with a 16-day interval between administrations. Total scores from both test applications were evaluated using the Pearson correlation coefficient, yielding a strong overall reliability coefficient of 0.86.

Final Application of the Tool

Having verified the validity and reliability of the tool, the questionnaire was submitted to the sample between the period(2024 /4 /24) until (2024 /7 /6)

Results and Discussion of Results

This section outlines the study's findings relative to its core objectives. The empirical results are evaluated through the lenses of the theoretical framework, extant literature, and the specific contextual attributes of the studied community. Subsequently, the section presents key conclusions, actionable recommendations, and suggestions for future study, detailed below:

Results Related to The First Aim:

Finding Out The Administrative Accountability of The Deans of Colleges In Baghdad Governorate Universities From The Perspectives of The Heads Of Scientific Departments

The results showed that the arithmetic mean score of this sample on the scale was (134.991) degrees, with a standard deviation of (22.984) degrees. When testing the significance of the difference between the arithmetic mean and the hypothetical mean, (322). The difference was found to be statistically significant at a significance level of (0.05). The calculated T- value was (4.555) which is higher than the tabular T- value (1.96) with a degree of freedom a (232) as table (3) shows this :

Table (3)Arithmetic Mean of Administrative Accountability

Variable	Sample	SMA	Standard Deviation	Hypothetical Mean	T-Value		Signi (0,05)
					Calculated	Tabulation	
Administrative Accountability	233	465,995	22,289	322	5.555	1,96	

The table above indicates that the arithmetic mean of administrative accountability is (465,995) which is higher than the hypothesized mean of (322). The difference between the two means is statistically significant and in favor of the arithmetic mean for the sample subjects . This is an indication that the deans follow the method of administrative accountability from the perspectives of the heads of scientific departments.

This study is in consistent with Al-Qudah (2005) , entitled “ Administrative Leadership Styles Among Deans Of Government Colleges In Jerash Governorate And Their Relationship To The Administrative Accountability Of Department Heads

Results Related to The Second Aim**Finding Out The Organizational Values of The Deans of Colleges In Baghdad Governorate Universities From The Perspectives of The Heads Of Scientific Departments**

To achieve this aim, the researchers applied the organizational values scale, with (43) items, to the study sample. The results showed an arithmetic mean of (139.862), with a standard deviation of (17.448). So, the difference between the arithmetic mean and the hypothetical mean is statistically significant at a significance level of (0.05). The calculated T-value was (10.789), which is higher than the tabulated T-value (1.96), with a degree of freedom (232), as Table (4) reveals this :

Table (4) Arithmetic Mean of Good Organizational Values

Variable	Sample	Arithmetic Mean	Standard Deviation	Hypothetical Mean	T-Value		Significance (0,05)
					Calculated	Tabulation	
Organizational Value	233	347,855	17,440	322	10,864	1,96	Significance

The table above reveals that the arithmetic mean of organizational values is (347.855) which is higher than the hypothesized mean (322). The difference between the two means is statistically significant and in favor of the arithmetic mean for the sample subjects. This is an indication that the deans have good organizational values from the perspectives of the heads of scientific departments.

This study is consistent with Al-Zoman (200) regarding the organizational values in central government agencies from deans' perspectives toward organizational change in the Kingdom of Saudi Arabia.

Results Related to The Third Aim :**Finding Out The Correlation Between Administrative Accountability and The Organizational Values of The Deans of Colleges In Baghdad Governorate Universities From The Perspectives of The Heads Of Scientific Departments.**

To verify this aim, the researchers collected the sample's responses on the administrative accountability scale and on the organizational values scale. Then, the researchers used the Pearson correlation coefficient, as Table (5) signifies this:

Table (5) The Correlation Between Administrative Accountability and The Organizational

Significance level(0.05)	T-value		The value of the correlation coefficient between administrative innovation and performance	No.
	Tabulation	calculated		
significance	1,96	12,194	0,570	233

The table above shows that the correlation coefficient between administrative accountability and organizational values is (0.570). To determine the significance of the correlational relationship, the researchers used a t-test for the significance of the correlation coefficient, and the calculated T-value was (12.194), which is higher than the tabular T-value (1.96) at a significance level of (0.05) and a degree of freedom (300). This means the correlational relationship between administrative accountability and organizational values is direct and statistically significant. That is, the more the dean follows the style of administrative accountability, the better his/her organizational values will be.

CONCLUSIONS

Based on the study results, the researchers have concluded the following:

- 1- The level of deans' colleges at the University of Baghdad for the administrative accountability variable was good. This shows that most deans possess a high awareness and sense of responsibility towards their country, their university, and their colleges, which then leads them. They reflect sincerity and dedication in striving to refine human work and not accepting anything that violates laws and canons.
- 2- The level of deans of college for the organizational values variable was good, and this reflects their good application of two types of values. They possess good organizational values specific to their colleges that reflect the organizational identity established by the dean through the formation of an organizational culture specific to

the college he leads. The second type of values are societal values inside and outside the college, which the dean reflects, develops, and conveys to faculty and students, and thus achieves qualitatively efficient outcomes.

3- The correlation between the two variables, administrative accountability and organizational values, is a positive and direct relationship. Thus, the more awareness of administrative accountability the dean and college employees have, the more the organizational values he embodies and reflects in the college spread.

RECOMMENDATIONS

Strengthening, through (training, incentives, rewards, and empowerment), the role of deans in applying self-accountability, which in turn is reflected in the development of the dean's administrative accountability.

Determine the foundations and technical standards of the dean by choosing a dean who is capable of bringing about change, innovation, and development in his university.

Taking a number of measures to develop organizational values within the university and raise the morale of deans to carry out their role.

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