Philosophy of higher education and future strategic requirements "Goals and Skills" A Suggestion for Jordan 2030 Vision of Reform and Updating

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Abstract: This study explores the philosophy of higher education in Jordan, specifically in relation to its strategic vision for 2030, focusing on two primary variables: strategic requirements and university goals and skills. These variables were conceptually analyzed and empirically tested to assess the impact of strategic planning on the quality of university leadership and its alignment with the Jordanian government's objectives for educational reform and modernization by 2030. The research aims to determine how educational institutions can strategically plan to meet the necessary objectives and skills demanded by the university education system. Highlighting the importance of educational philosophy as a pioneering method, the study evaluates both the positive and negative aspects of the current strategic planning processes implemented in Jordanian higher education. The findings suggest that significant reforms in higher education policy and practice are essential to achieve the goals of Jordan's 2030 Vision, emphasizing the need for a dynamic, responsive educational system that promotes lifelong learning and societal engagement. Recommendations and action mechanisms aimed at developing the necessary goals and strategies to provide high-quality educational service are also reviewed, underpinning the necessity of achieving Vision 2030.

Keywords: Higher education strategic requirements; goals and skills; reform; modernization

1. Introduction

Strategic planning in higher education institutions is dominated by strategic theorists and serves to promote quality leadership. It is essential to have competent leaders who understand comprehensive quality and its applications to adopt quality leadership effectively. Such leaders encourage open communication about innovation, change, and development, which is crucial for the dynamic environment of higher education. Strategic planning plays a pivotal role in governing an organization's activities, influencing its survival, continuity, and growth. This planning involves all levels of management and includes a committee that represents all administrative levels. Strategic planning is classified into short-term and long-term; the former focuses on a specific activity or field, while the latter encompasses all facets of operations, including laws that govern employee behavior, processes, and policies applicable across all operations [1].

The complex and interwoven relationships and responsibilities within organizations underscore the need for strategic planning. This type of planning is essential to forecast future situations and develop plans and programs that ensure target attainment under anticipated circumstances.

The research aims to elucidate the philosophy of university education in Jordan, exploring its strategic vision for future requirements in the areas of "goals and skills." It also seeks to address the future requirements imposed by the advanced technical and cognitive revolution (4.0) on higher education systems and to outline the problems that Iraqi higher education faces in achieving future requirements in "educational goals and skills." Furthermore, the research intends to create a proposed image for achieving Jordan's 2030 vision in the areas of "educational goals and skills."

Higher education is an effective and vital instrument for developing a civilized, educated, and peaceful Jordanian community. It generates and disseminates in-depth knowledge about numerous aspects of life, providing a broader view of the world. Higher education is essential, not a luxury, as it is one of the most crucial reform instruments in society. It allows students to develop the skills and talents necessary to adapt to new or modern challenges to meet current and future demands in the fields of production and service [2]. Universities are the primary source of comprehensive knowledge generation for development, crucial for developing knowledge economies and intellectual capabilities, with graduates requiring comprehensive knowledge in technical and informational fields.

The role of higher education has grown significantly, leading to the emergence of new institutions and competitive paths. Private universities are adapting to the opportunities presented by the information revolution [3]. Higher education also influences individual and societal goals, helping to eliminate customs and traditions that hinder cultural and human growth, and adjusting behavior patterns, value systems, and social trends to align with societal developments. The mission of higher education is to produce a balanced professional, social, and personal education that facilitates integrated personal and cultural growth. It prepares learners for the future profession, information society, and technology society.

Education is crucial for modernizing society by introducing new skills, promoting modern communication, and dismantling traditional cultural bonds. Higher education provides students with the necessary skills and experiences to contribute effectively to society's modernization. As learners often represent the link between society and the outside world, focusing on change and reform is essential. Information technology supports the development of intelligence and problem-solving abilities, aiming to grow learners' productive capacities in line with labor market requirements and sustainable development goals [4]. Based on its policy for managing the scientific research file and its priorities in the fields of development and qualification, the Ministry of Higher Education and Scientific Research announces the launch of the scientific research skills development program for graduate students in Jordanian universities starting in the academic year 2024/2023 [5].

The ministry has implemented various programs and plans to adapt to labor market trends, focusing on quality from two crucial dimensions. These efforts highlight Jordanian higher education's transformation phase, which has produced both qualitative and quantitative leaps in higher education. The strategic vision for 2023 aims to strengthen academic institutions' role in community involvement, develop systems supporting critical and creative thinking, and ensure high-quality outputs to meet labor market demands and establish a diverse knowledge economy.

2. Methodology

To analyze the concept of quality education leadership and its applicability in enhancing educational outcomes within Iraqi universities, this study employed a descriptive analytical approach. The methodology focused on examining the necessary conditions for implementing quality education leadership, the factors influencing its effectiveness, and the current state of Iraqi universities. This approach facilitated an in-depth analysis of both the potential improvements that quality leadership could bring to educational systems and the challenges hindering its implementation.

Building on this foundational analysis, the study formulated a vision for advancing Iraqi society through the application of quality education leadership practices in higher education contexts. This proposed vision aims to address and potentially overcome obstacles that limit the effectiveness of leadership practices in universities. The research questions guiding this study are as follows:

1. What is the philosophy of university education in Jordan and its strategic vision concerning future "goals and skills"?

2. What future strategic demands are placed on university education systems by the advanced technological and knowledge revolution?

3. What challenges does Jordanian university education face in implementing strategic require-
ments for future "educational objectives and skills"?

4. How can Jordan's 2030 vision be realized in the domain of "educational objectives and
skills"?

This methodological framework ensures a systematic exploration of how quality leadership
can directly influence the strategic development of educational institutions.

3. Results and Discussion

3.1. What is the philosophy of university education in Jordan and its strategic vision concerning future "goals and skills"?

Philosophy The strategic philosophy of university education in Jordan has been significantly
shaped by historical, constitutional, and civilizational influences. It is guided by the Ministry of
Higher Education and Scientific Research, which has adopted a comprehensive strategy emphasiz-
ing education as a crucial and state-guaranteed right. This philosophy is deeply rooted in the Jor-
danian Constitution, which prioritizes education for all citizens, fostering a culture of excellence,
creativity, and innovation. Significant efforts were consolidated during the 2007 Higher Education
and Scientific Research Conference in Erbil, which aimed to create an educational philosophy
grounded in these constitutional principles [6]. Since 2003, there has been a concerted push to align
higher education with both national and international standards, as the Ministry collaborated with
opinion leaders to refine educational goals and procedures.

However, the perception of higher education in Jordan has evolved. Post-2003, there has been
a shift in graduate expectations, with many feelings relegated to roles within the private sector,
leading to a perceived injustice and misunderstanding about the aims of higher education [7]. In
parallel, Iraq's Ministry of Education has embarked on a strategic plan (2009-2013) to enhance
higher education through fostering sustainable human development and setting global quality
standards. This strategy aims to reduce unemployment among graduates and promote development
in science and knowledge, aligning with national and international criteria [8].Reflecting on the
technological and knowledge advancements, the Jordanian Ministry in 2014 released several laws
aimed at streamlining its operations and enhancing its efficacy to keep pace with scientific and
technological progress These laws emphasize the importance of continuous interaction between
theoretical knowledge and practical application, fostering innovation and scientific integrity.

The national strategies continue to highlight the role of scientific research and higher educa-
tion as pivotal to societal growth and development. They advocate for merging private and public
educational systems to optimize resources and ensure that educational programs meet societal de-
mands and job market needs [9]. Moreover, the recent National Strategy for Education and Higher
Education in 2023 outlines a vision for an educational system that is innovative, sustainable, and
socially responsible, reinforcing the country's dedication to principles like academic freedom, di-
versity, and lifelong learning. However, a persistent challenge remains the disparity between eco-
nomic, social, and higher education planning. The lack of a clear, defined scientific strategy hinders
the alignment of higher education with the economic and social fabric of the country, thus requiring
strategic interventions to optimize the investment in education [10].

This strategic vision underscores the importance of adapting contemporary technologies and
scientific paradigms to local conditions, focusing on empowerment and capacity building to meet
the strategic demands placed on the university education system.

3.2. What future strategic demands are placed on university education systems by the advanced technological and knowledge revolution?

The future strategic requirements in the areas of "educational goals and skills" due to the
Fourth Industrial Revolution (Industry 4.0) are pivotal for the evolution of university education
systems. This revolution, marked by significant advancements in technology and knowledge, ne-
cessitates a comprehensive adaptation in higher education to meet the new demands of a digitally
driven era [11].

- Training and Adaptation;

  The inception of the Fourth Industrial Revolution requires systemic improvements and investments in higher education. This includes the implementation of training sessions, workshops, seminars, and conferences to elevate the understanding and integration of Education 4.0 among students and teachers. A crucial aspect of this adaptation is altering teachers' attitudes towards technology use in education, ensuring that technology is effectively integrated into teaching and learning processes [11].

- Individualized Learning;

  A more personalized approach to education is crucial. The use of AI and cloud computing in education facilitates a tailored educational experience that adjusts to individual learning paces and needs. This individualization not only enhances learning efficiency but also supports various learning modalities, including Active Blended Learning (ABL) and experiential learning, which are essential for meeting the demands of the Fourth Industrial Revolution [12].

- Technological Integration and Digital Transformation;

  The integration of digital technologies such as virtual and augmented reality, wearables, and mobile devices into the educational process is vital. These technologies enhance the interactivity of the learning environment and are fundamental in providing education that is accessible anytime and anywhere. Additionally, the digital transformation in education involves the digitization of administrative processes and the development of digital infrastructures that support a seamless educational experience [13,14].

- Research and Development Focus;

  Aligning scientific research with the challenges posed by the Fourth Industrial Revolution is essential. This involves directing research efforts towards solving real-world problems and fostering an environment that encourages innovation and creativity. Universities should become hubs for collaborative research, involving students, faculty, and external stakeholders, which is facilitated by advanced technologies and data analytics [15,16].

- Community and Global Engagement;

  Fourth-generation universities should leverage their research and technological advancements to serve and engage with local and global communities. This includes forming social partnerships, expanding global educational programs, and facilitating knowledge and technology transfer. These efforts should aim at enhancing societal well-being and promoting sustainable development [17].

- Smart University Concepts;

  Universities need to adopt smart technologies that enhance both on-campus and remote learning. This involves utilizing interactive smartboards, advanced audio-visual equipment, and secure digital platforms that promote an engaging and flexible learning environment. Additionally, fostering a digital culture within the university is crucial for preparing students and staff for the demands of a digital economy [18].

3.3. What challenges does Jordanian university education face in implementing strategic requirements for future "educational objectives and skills"?

- Jordanian Higher Education Challenges;

  Jordan's higher education system confronts numerous hurdles that impede its development and efficacy. Predominantly, the educational philosophy is heavily reliant on official university publications, often overlooking practical implementation monitoring. This approach has resulted in the country achieving lower-than-average educational outcomes. The main factors contributing to these outcomes include an overemphasis on rote learning and a lack of focus on holistic educational objectives such as skills, experiences, behaviors, and productive work practices. Such an emphasis leads to a significant loss of crucial knowledge and stifles creativity, which is vital for the fulfillment of higher education's broader objectives.

  Further complicating the educational landscape in Jordan is the dichotomy between scientific inquiry and teaching methodologies. A disproportionate focus on the scientific over the pedagogical

aspects results in a disconnect, impacting the overall quality of education. Moreover, the less efficient private and evening educational programs compared to government offerings limit graduates' employment opportunities, often confining them to marginal roles. This situation is exacerbated by a stagnation in scientific research, attributed to the inadequate development of research centers and a general shortfall in social welfare and economic growth initiatives. In contrast, Western countries like the United States have significantly invested in research infrastructure and governance, enhancing their global educational stature [19,20].

- Iraqi Higher Education Dilemmas;

In Iraq, the higher education system faces its own set of challenges, primarily driven by security concerns and inadequate funding. The decline in institutional security creates a pervasive sense of instability and anxiety among students and faculty, further compounded by ineffective governmental policies and a lack of coordination between public and private sectors. This instability is often manifested in the downsizing of faculty, retirement policy issues, and an overall deterioration in educational infrastructure. Such conditions are not conducive to academic advancement or student welfare, leading to the closure of postgraduate departments due to a shortage of qualified instructors.

Moreover, Iraqi universities struggle to prepare graduates adequately for the job market, primarily due to an educational focus that lacks emphasis on employability skills. The rapid increase in student enrollment and a corresponding lack of skilled educators have led to a decline in the quality of education provided. Educational institutions in Iraq are challenged by an overextension in horizontal growth at the expense of qualitative, vertical development. Despite the presence of numerous scientific departments, Iraqi universities rarely feature prominently in global or regional academic rankings, reflecting a systemic undervaluation of quality in favor of quantity [21].

3.4. How can Jordan's 2030 vision be realized in the domain of "educational objectives and skills"?

Jordan's Vision 2030 articulates a transformative agenda aimed at evolving into a digital society grounded in a knowledge economy, with substantial reforms targeting the higher education sector. This strategy includes the elimination of quotas, the enhancement of international cooperation, and the rigorous implementation of quality assurance standards, all of which are essential for fostering a robust and dynamic educational system. A significant emphasis is placed on the integration of technology and informatics, which are pivotal in upgrading educational quality and inducing fundamental lifestyle changes. Central to the educational reforms is the philosophy of nurturing a Jordanian student identity that is inclusive yet open to the world, embracing both global cultures, particularly those of developed countries, and the rich traditions of Arab and Islamic cultures. This philosophy necessitates continuous reform and adaptation, keeping pace with advancements in information, knowledge, and technology. Through these reforms, the educational system aims to cultivate students' attitudes and skills, prioritizing scientific thinking and the integration of digital content. Moreover, the reforms stress the importance of education over immediate employment, aiming to align graduates with jobs that fit their areas of expertise in both the public and private sectors, and recognizing the contributions of capable and outstanding individuals. The emphasis on developing a culture that values education is intended to foster researchers, innovators, and those with original, creative ideas. Ensuring a conducive environment for high-quality scientific research is another pillar of these reforms, which requires a firm governmental commitment to developing policies and regulations that support rather than hinder scientific endeavors and the work of scientists, inventors, and experts.

Education is positioned as a crucial tool for societal transformation, capable of inciting social, economic, political, and religious reforms. It serves as the foundation for these developments, inspiring individuals to advance, modernize, and prepare for cultural shifts and technological advancements. Educational institutions are urged to adopt cutting-edge teaching methodologies and enhance metacognitive and cognitive abilities, thereby equipping individuals with the necessary skills to navigate the complexities of the information and communications revolution.To maintain

relevance and competitiveness on a global scale, Jordanian institutions are encouraged to establish cultural connections with overseas universities, making them attractive to international students and maintaining trust in their handling of matters. This also involves regular monitoring of local websites, platforms, incubators, and virtual libraries, which is crucial for providing up-to-date information. By embracing innovative teaching methodologies and fostering a creative culture, Jordan aims to adapt and thrive in the modern world, expanding knowledge resources, updating university libraries with the latest information, facilitating easy information exchange, and fostering electronic development.

In the era of digital transformation and the Fourth Industrial Revolution, it is imperative for university education to adapt to modern learning methods, form partnerships at local and global levels, and prioritize sustainable development. The continuous strategies for higher education in Jordan strive to improve individual skills and support alternative learning methods, leveraging the successes of the Fourth Industrial Cognitive Technology Revolution. These strategies are designed to strengthen the role of educational institutions in community participation, promote scientific and creative thinking, and ensure quality outputs that meet labor market demands and contribute to a diverse knowledge economy [22].

5. Conclusions

Jordan's higher education needs to undertake more projects or develop a long-term plan to achieve the 2030 vision. The team of scientists is committed to change and reform, working diligently to achieve the best results. Jordan is facing new transformations that could affect all institutions in the coming year. Plans and research alone are not enough, so team members must take the implementation phase seriously. The Ministry of Education strategy aims for an educational system committed to values, providing sustainable, innovative, and high-quality learning opportunities for all, promoting a knowledge society, and being compatible with international standards while ensuring quality education for all.

The research proposed developing visions that include a set of future strategic requirements in the areas of "goals and skills to achieve Jordan's 2030 vision of reform and updating," including:

1. Achieving a philosophical vision for higher education that includes a set of strategic principles, including goals, perceptions, and principles that adopt an approach of continuous change and reform at a pace consistent with developments in the technical, knowledge, and information world.
2. Developing students' overall culture and interests, assisting them in entering and working efficiently in the virtual world and digital material, and allowing them to contribute to the cultural, heritage, and civilization stock.
3. Leaders and officials of higher education institutions should believe in the positive role that ICT tools play in improving the quality of education and its outputs, in order to bring about a comprehensive fundamental change and reform of lifestyles at all levels, a change that aspires to achieve the digital society model under what is known as the knowledge economy, with all the vocabulary of this model from democratic transformation and enhancing transparency to governance.

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