

## The Strategy of Encouraging Open Dialogue and Its Role in Mitigating the Commodification of Higher Education: A Social Approach

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**Abstract.** *The research aims to analyze and understand the relationship between the independent variable, (the strategy to encourage open dialogue) and the dependent variable (the commodification of higher education) with its dimensions (the economic dimension, the administrative dimension, the academic dimension, and the social dimension) of The problem was represented by the following question (What is the relationship between the strategy of encouraging open dialogue and the commodification of higher education) The importance of the clear role in reducing the commodification of higher education was clarified among the studied sample and the research sample was represented by (98) respondents from the study community of (127) represented by managers and their assistants And the heads of departments and department rapporteurs (at the National Future University in Babylon Governorate) through the adoption of the questionnaire form and statistical tools were used, including linear regression, correlation coefficient and structural equation modeling, and a set of conclusions were obtained, including (that the strategy to encourage open dialogue, directly affects the reduction of the commodification of higher education for the studied university) while the recommendations were to develop quantitative and qualitative performance indicators that measure the effectiveness of the strategy to encourage open dialogue in achieving the university's objectives and reducing commodification. These indicators should include student satisfaction, quality of educational outcomes, university reputation, and the level of community engagement with its knowledge activities.*

**Keywords:** *Strategy to encourage open dialogue, commodification of higher education, positive and negative effects, dimensions of the commodification of higher education.*

## 1. INTRODUCTION

Higher education institutions are currently witnessing major transformations as a result of several factors, most notably globalization, privatization, and economic and social variables. In light of these transformations, the phenomenon of the commodification of higher education has emerged, where higher education is seen as a commercial commodity that is sold, bought and subject to market laws rather than being a social right and a field for knowledge development. The phenomenon of the commodification of higher education has aroused a comprehensive awareness of its negative effects on the quality of education and a number of important social values. In this context, there must be effective strategies that enhance educational value and preserve educational institutions and their role as enlightening, knowledge and community institutions. The open dialogue strategy is one of the effective tools that contribute to facing this challenge by enhancing the points of interaction between the various stakeholders, namely students, faculty and administration, as this open dialogue aims to create an educational environment that encourages intellectual and critical exchange, which

facilitates critical thinking and enhances the participation of individuals in the educational process. By adopting this approach, participants can express their opinions and suggestions, which enhances their role as active beneficiaries in the educational process. Open dialogue also contributes to enhancing the spirit of cooperation and a sense of belonging. This reduces the gap between education as a commodity and its experience as a participatory learning process, and thus open dialogue becomes a strategic tool to meet the challenges resulting from the commodification of higher education, in addition to enhancing the human and social dimensions of education, which contributes to the formation of generations capable of thinking and active participation in their society.

Hence the problem of research emerged through the growing concern about the tendency of higher education institutions towards commodification, where education is treated as a commodity subject to market forces, which may negatively affect the quality of education, accessibility, and core academic values. In this context, the weakness of open dialogue mechanisms within universities emerges as a potential factor contributing to the reinforcement of these commodity, or at least not providing effective resistance to them.

The central research question is what role can the promotion of open dialogue within society play in mitigating the manifestations of the commodification of higher education from the point of view of university leaders at Future National University?

The research aims to:

1. Determine the level of practice of the strategy of encouraging open dialogue at the National Future University in Babylon Governorate.
2. Measure the impact of the strategy to encourage open dialogue on reducing the commodification of education for the studied university.
3. Identify the factors that affect the implementation of the strategy of encouraging open dialogue in the studied university.
4. Make recommendations to improve the strategy practices of encouraging open dialogue at the studied university.
5. The importance of the research is reflected in its focus on
6. Highlight the importance of the strategy to encourage open dialogue in reducing the commodification of higher education for educational institutions.
7. Provide a theoretical and practical framework for the implementation of the strategy of encouraging open dialogue at Future National University in Babylon Governorate.
8. Contribute to reducing the commodification of education at the studied university.
9. Enhance the University's thoughtful ability to adapt to changes and challenges.

## **2. LITERATURE REVIEW**

### **2.1. Open Dialogue Strategy**

#### **2.1.1. The concept of an open dialogue strategy**

It is one of the basic strategies in knowledge marketing, as it contributes to promoting an interactive environment that allows team members to constructively challenge mutual beliefs and assumptions between them, leading to more powerful and effective decision-making processes, and dialogue is a tool for mutual understanding and creativity, as it is characterized by being a means of immediate and synchronous communication that also includes non-verbal and personal behaviors, and the goal of dialogue is to build mutual understanding, agreement, and trust between different parties, and shows respect for customers and recognizes their values and beliefs [1].

Open dialogue promotes two-way interaction between customers and brand, leading to strong relationships in brand building, and the more effective communication is, the stronger the customer-

brand relationship becomes, increasing customer loyalty to it [2], brand loyalty is defined as a deep and ongoing commitment to repurchase the product regardless of situational factors, and when talking about brand loyalty in the digital context, organizations need to Focus on several factors [3].

A. Communication: Continuous communication with customers and providing them with important information.

B. Interaction: Promote two-way interaction between customers and brand.

C. Personalization: Customize messages and offers to suit customer needs.

d. Convenience and ease of use: Provide a user-friendly environment for customers to interact with the brand.

e. The importance of information: Providing valuable information that helps in decision-making and the success of the relationship with the brand.

When customers begin to change their attitudes towards the brand, they begin to perceive the brand as a living entity with an individual personality and characteristics that distinguish it from others, which helps it to stand out in the competitive market, so the brand becomes part of customers' lives, as it offers benefits such as providing recognition, enhancing emotional attachment to the customer, providing psychological benefits from brand communication, and increasing customer loyalty and interaction with the brand away from competitors [4].

One style of open dialogue is the "listening environment", an environment in which customers and service providers alike are listened to, and from the point of view of information processing, active listening means the need to accurately decrypt messages and keep them correctly, and in the context of leadership education, listening is seen as an enabling tool for developing skills and teamwork, which can have a positive impact on strategic change in management, and listening to customers is a way to express open-mindedness to their opinions. He transferred these views to internal issues in the organization [5].

## **2.2. Commodification of Higher Education**

### **2.2.1. The concept of commodification of higher education**

The phenomenon of the commodification of higher education emerged strongly in the eighties of the twentieth century with the rise of neoliberalism as a dominant economic philosophy, organizations such as the World Bank and the International Monetary Fund encouraged developing countries to reduce government spending on education and rely on private financing, as part of structural adjustment programs. In contrast, academic organizations in developed countries have seen a shift towards "educational capitalism" by marketing their programs to attract international customers [6].

However, higher education has witnessed in recent years tremendous transformations in the way it is presented, its goals, and its benefits, and these transformations were driven by a number of economic, social and political factors that affected most areas of contemporary life, and among these transformations emerges "the commodification of higher education" as one of the concepts that have sparked a lot of controversy and discussion [7], and the commodification of higher education refers to the transformation of this sector from a mere social service or human investment to a viable commodity.

For buying and selling in the market, academic organizations are seen as marketing organizations aiming to make a profit, while customers are seen as customers to whom education is marketed as a product or service [8].

[9] defined the commodification of higher education as "the process of transformation of higher education organizations from a social entity geared towards providing educational services without

a profit goal to an entity that aims to achieve material profits by marketing education as a commodity," and that this transformation includes a set of structural changes in funding mechanisms, educational curricula, governance, and international partnerships, with the consequence that customers are no longer seen as beneficiaries of an educational service as much as they have become "customers" [10].

The high cost of study as a result of this shift has made higher education less accessible to low-income groups, which has led to a growing gap between social classes in obtaining equal educational opportunities, meaning that the quality of education is increasingly dependent on the student's financial ability rather than his educational competence, which contradicts the principles of equal opportunity [11].

### ***2.2.2 The positive and negative effects of the commodification of higher education .***

The commodification of higher education is a complex phenomenon that carries with it positive and negative effects that affect the quality and accessibility of education, and we will address these pros and cons as shown in the following figure:

#### ***2.2.2.1 Positive effects:***

##### ***A. Increased educational opportunities and diversity of options***

The commodification of higher education is one of the phenomena that has positively affected the educational process, especially with regard to increasing educational opportunities and diversifying the options available to customers, and this transformation has led to radical changes in the education system, which contributed to opening new horizons for learning and expanding the base of beneficiaries of educational services [12].

Previously, higher education was limited to a limited number of government academic organizations with traditional structures, which led to an increase in competition for study seats, in addition to limited programs and specializations, and with the commodification of higher education, [13] new private educational organizations spread, which increased the options available to customers, and that this diversity contributed to the provision of specialized educational programs in line with the requirements of the market Modern work, providing clients with opportunities to develop their skills in precise fields such as technology, medical sciences, engineering, and applied arts[14].

##### ***B. Improving the quality of educational services as a result of competition***

The higher education sector is witnessing a remarkable transformation in light of its commodification, as competition between academic organizations has become one of the most prominent engines that have led to significantly improving the quality of educational services, this competition has led education organizations to adopt innovative and sustainable strategies, through which they seek to improve all aspects of the educational process, from updating curricula to improving administrative and customer services, which directly benefits customers and society alike [15].

The competition has prompted organizations to develop flexible and diverse educational programs that meet the needs of different customer segments, including short training courses and continuing education programs, and this has contributed to achieving the concept of lifelong education, where customers can constantly develop their skills without being restricted by time or place, and these initiatives help to bridge knowledge gaps and provide customers with the skills required to keep pace with modern technological and scientific developments [16].

##### ***C. Strengthening partnerships between academic organizations and the business sector***

In light of the commodification of higher education, strengthening partnerships between academic organizations and the business sector has become one of the most prominent positive effects that contribute to raising the quality of education and meeting the needs of the evolving labor market, as



this integration represents a bridge between academic theory and practical application, enhancing customer efficiency and competitiveness in a dynamic work environment [17].

[18] asserts that this cooperation has led to a reduction in the gap between education and the labor market, as business organizations work to provide academic organizations with valuable feedback on the requirements and skills necessary for the labor market, and as a result the curricula are modified to include practical and applied content in line with technological and economic developments.

#### **2.2.2.2. Negative Influences:**

##### **A. Excessive focus on commercial and financial aspects**

Education in the modern era is witnessing radical transformations that have led to changing the course of the educational process from its focus on educational and moral values to the shift towards commercial and financial aspects that impose themselves on the various stages of education, and this transformation has resulted in the educational process becoming an arena for commercial competition for resources and revenues instead of being a platform for the development of thought and character building, which poses a great challenge to societies that rely on education as a means to promote comprehensive development [19].

The transformation of education into a commercial commodity did not come from a vacuum, but was the result of contemporary economic policies that encourage neoliberalism and increasing inflation, which led to the disruption of basic educational processes and the transformation of teaching and learning into sellable goods, as academic organizations turn into producers and distributors of these educational goods, while customers have become consumers seeking to obtain more goods to ensure they get value for money, which is reflected negatively. On the quality of the educational process and enriching the intellectual content [20].

##### **B. Exploitation of the Academic Workforce**

In light of the profound structural transformations taking place in higher education, the nature of the relationship between academic organizations and academic cadres has changed significantly, as a result of the significant increase in the number of customers enrolled in them, and the successive adjustments in government funding mechanisms, which led to severe financial restrictions around these organizations and gradually turning them into entities similar to organizations that adopt austerity agendas and see education as a marketable commodity, rather than being a community organization that aims to achieve intellectual and social development at the same time. One [21].

[22]. asserts that these policies have led to the exploitation of the academic workforce clearly, as professors are working in precarious jobs with low wages, which leads to an increase in their workload, a decline in the level of social welfare allocated to them, in addition to losing their academic independence, which was once the cornerstone of the development of scientific research and innovative education.

##### **C. Low quality of learning**

In light of the dominance of neoliberal policies and globalization on higher education, the focus of academic organizations has become focused on cost efficiency, and achieving financial performance indicators at the expense of the quality of the educational process and academic depth, [23]. which led to a noticeable decline in the quality of learning, as education has become just an investment in human capital. It is constrained by standards of productivity and competitiveness in the knowledge market, rather than a means of intellectual development and innovation [24].

This transformation has been clearly manifested in the transformation of academic organizations into business-like entities that rely on austerity agendas and narrow concepts of quality assurance and measurement, where continuous monitoring and evaluation systems of performance are applied to

track productivity and financial efficiency rather than focusing on developing customers' critical thinking and creativity skills, leading to a continuous decline in the quality of education [25].

#### ***D. Loss of public accountability***

Many academic organizations focused on the commodification of education and turning it into a commercial service, as education was considered just a saleable commodity controlled by market mechanisms, and this trend, which stemmed from neoliberal principles, created many negative effects that affected the quality of education and turned it into an economic process aimed at achieving profit more than achieving educational, cultural or social goals, which made the commodity represented in education lose part of its intrinsic value [26].

The concept of commodification is one of the concepts that deal with the negative effects that may result from the exchange of a particular commodity for money in the market, which leads to its loss of intrinsic value due to its misevaluation in the context of the prevailing economic system, and this phenomenon arises when products or services are re-evaluated based on purely commercial criteria that lack consideration for the real value that the commodity enjoys in itself [27].

#### ***2.2.3 Dimensions of the commodification of higher education:***

The commodification of higher education is one of the controversial issues that have sparked wide discussions among researchers, as views on its dimensions and effects varied, and [28]. identified four main dimensions of this concept, reflecting the transformations taking place in higher education in light of modern economic trends, and these dimensions are:

##### ***2.2.3.1 Economic dimension***

Reflecting the shift in the role of academic organizations from academic organizations seeking to disseminate knowledge to economic entities focused on generating profits and increasing revenues, students are seen as "customers", while educational programs are treated as "goods" to be offered in the educational market[29]. With the escalation of the trend towards privatization of higher education, academic organizations have increasingly relied on tuition fees as a major source of funding, which has led to a rise in the cost of education and made it more difficult to obtain for low-income classes, creating a class gap in access to higher education, as education has become more accessible to customers who are able to pay for the high costs, while customers from families with limited resources face significant financial challenges [30].

Globalization has contributed to enhancing the economic character of higher education by encouraging academic organizations to attract international customers for high tuition fees, making higher education a global business field, and academic organizations today seek to offer study programs specifically designed to attract foreign customers, in addition to establishing branches in different countries to enhance their presence in the global market [31].

##### ***2.2.3.2 Administrative dimension***

The administrative dimension is one of the main dimensions that reflect the commodification of higher education, as academic organizations are seen as organizations seeking to achieve operational efficiency and financial profitability, which led to the restructuring of their administrative policies according to management concepts inspired by the business sector, and these changes are represented in the adoption of management models aimed at improving performance, increasing productivity, and reducing costs, but at the same time raising a debate about their impact on academic values and the quality of education [32]. With increasing competition among academic organizations, they have become dependent on management methods similar to those used in business organizations, focusing on achieving financial goals, attracting the largest number of customers, and enhancing their global rankings, [33].

One controversial aspect of the administrative dimension of the commodification of higher education is the reduction of academic autonomy, as academic organizations are managed in a centralized manner based on financial regulations and policies rather than academic principles. As a result, faculty members have an increasing role in achieving the administrative goals of academic organizations, which has led to greater pressure on professors to produce research in line with market requirements and funding and the decline of freedom of scientific research [34].

### **2.2.3.3 Academic dimension**

The trend towards education as an economic commodity has led to a reshaping of curriculum policies, evaluation standards, and teaching and learning strategies, as academic organizations have sought to improve their academic ranking and increase their attractiveness to customers and funders, directly affecting the quality of education and the independence of scientific research [35]. [36].argues that curricula are increasingly influenced by labor market demands, as educational programs are tailored to the needs of the economic and industrial sectors, and this has led to a reduction in interest in theoretical disciplines and humanities in favor of disciplines that achieve a higher economic return such as business administration, engineering, and computer science, less emphasis on critical thinking and academic analysis versus a focus on applied and functional skills, and the introduction of short-term programs and intensive training courses commensurate with the requirements of rapid employment.

### **2.2.3.4 Social dimension**

The social dimension is one of the main aspects in the commodification of higher education, as the changes in the nature of academic organizations have been reflected in societies in multiple ways, starting with access to education, and ending with the change in the roles of academic organizations as social organizations, dealing with higher education as an economic commodity contributed to deepening the gap between social classes, which led to strengthening inequality in educational opportunities, and leaving a clear impact on societal values and customer behavior [37]. With the escalation of the costs of education as a result of its commodification, the ability to enroll in academic organizations has become mainly dependent on the economic situation of customers and their families ,which has led to a decline in the opportunities of lower-income groups to obtain high-quality education, customers belonging to the affluent classes have become more able to enroll in prestigious academic organizations, while others face challenges in securing the financial resources necessary to complete their studies, which has further complicated the educational landscape and deepened social inequality [38].

The commodification of higher education has been particularly reflected on the middle class, which has long relied on academic education as a tool for social and economic advancement, but the transformations in education policies have greatly affected its ability to achieve this goal, as academic education is no longer a means to promote social mobility, but rather a mechanism to maintain social privileges [39].

In addition to its impact on the social structure, it was also reflected on societal values and individual behaviors, as society's view of education and its role in human development changed, as education is no longer a means of acquiring knowledge and personal development, but rather as an economic investment aimed at achieving material returns in the future [40]-[41] argues that the social dimension of the commodification of higher education poses a challenge to achieving educational justice and ensuring a balance between the economic and value dimensions of education, leads to inequality in educational opportunities, and affects societal values. Therefore, it is necessary for academic organizations to adopt educational policies that ensure a sustainable balance between profitability

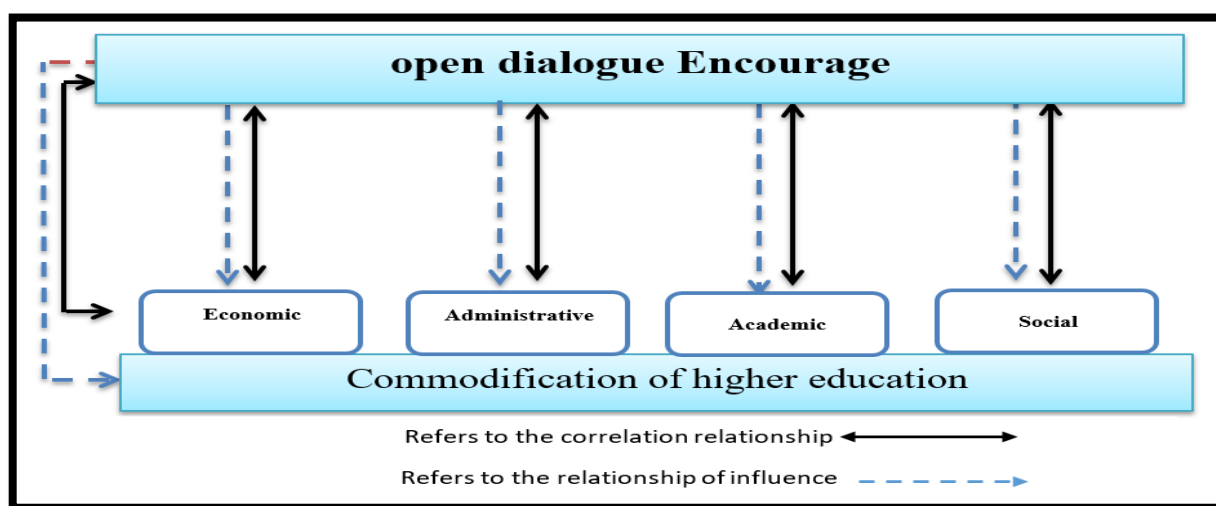
and the requirements of social justice, to ensure a more effective role for higher education in achieving human and community development

### 3. MATERIALS AND METHODS

#### 3.1. MATERIALS

The study adopted the descriptive analytical approach, and used the necessary means and tools to obtain data and information related to its variables. A hypothetical scheme that illustrates the relationship between the strategy of encouraging open dialogue and the commodification of higher education has been structured, as it was formulated based on the administrative literature related to the research competence (organizational behavior), and this plan includes the following:

1. Independent Variable (X): The strategy of encouraging open dialogue
2. Dependent Variable: It is represented by the dimensions of the commodification of higher education in its dimensions (economic dimension, administrative dimension, academic dimension, and social dimension). As shown in Figure (1) the following:



A number of ready-made statistical methods have been used and employed. And methods and models that are consistent with research trends, including:

Statistical programs used:

The study used a set of statistical programs to analyze the data, namely:

Program (Excel 2007) to extract raw data.

SPSS V.26 for various statistical analyses.

AMOS V.26 program for structural equation model analysis and trajectory analysis.

Statistical methods used:

The statistical methods used in the study included:

Arithmetic mean: Measure the average responses of participants.

Standard deviation: to measure the dispersion of responses.

Relative importance and order of importance: to assess the importance of study variables.

Cronbach alpha coefficient: to measure the stability of a measuring instrument.

Pearson's correlation coefficient: to measure the strength of the relationship between variables.

Interpretation coefficient (R<sup>2</sup>): To determine the percentage of variance explained in the dependent variable.

Normal distribution test: Checks the distribution of data.



Simple regression analysis: to model the relationship between variables.

Structural equation model and trajectory analysis: to analyze complex relationships between variables .

### 3.2. METHODS

The appropriate choice of the place of application of the study, and the studied community is one of the basic aspects that achieve the accuracy and validity of the results, and in testing the hypotheses of the study, so the future National University in Babylon Governorate will be chosen where the study is applied, directors and their assistants, heads of departments and department rapporteurs combined to study, and the sample was represented by a group of these managers and their assistants and heads of departments and their rapporteurs at the studied university, where the number of directors and their assistants, heads of departments and rapporteurs of departments The studied university is (127), according to the design and selection of size The sample using ready-made tables that shows the sample size (Margen & Krjera, 1970,608), and based on it, it appeared that the optimal sample size is (96) managers at least, so (127) questionnaires were distributed to a random sample, and after (98) questionnaires were retrieved, it was found that the number of questionnaires valid for statistical analysis amounted to (98) questionnaires valid for statistical analysis, which is the number that meets the required representation of the community well, and a response rate of (98%). The following table shows the demographic factors of the respondents.

**Table 1. Respondent sample description**

Taxonomic variables	Category	Duplicate	Percentage
Sex	male	57	58.2%
	Female	41	41.8%
	Total	98	100.0%
Academic achievement	diploma	15	15.3%
	Bachelor	38	38.8%
	Master	29	29.6%
	Doctor	16	16.3%
	Total	98	100.0%
lifetime	19-29	22	22.4%
	30-39	42	42.9%
	40-49	17	17.3%
	50-59	9	9.2%
	60 and more	8	8.2%
	Total	98	100.0%
Functional Specialization	manager	11	11.2%
	Assistant Director	11	11.2%
	Department Manager	38	38.8%
	Head of Division	38	38.8%
	Total	98	100.0%

Source: Prepared by the researchers.

It is clear from the above table the following:

Sex:

The highest category: males, with 57 leaders, representing 58.2% of the total sample.

Lowest category: Females, with 41 female leaders, representing 41.8% of the total sample.

Comment: This distribution indicates the predominance of males in leadership positions within the university under study.

Academic achievement:

Highest category: Bachelor's degree holders, with 38 leaders, representing 38.8% of the total sample.

Lowest category: Diploma holders, with 15 leaders, representing 15.3% of the total sample.

Comment: This distribution shows that the majority of university leaders in the sample hold a bachelor's degree, while the diploma holders are the least represented. Lifetime:

Highest category: The age group of 30-39 years, with 42 leaders, representing 42.9% of the total sample.

Lowest category: The age group 50-59 years and the age group 60 years and above, with each numbering 9 and 8 leaders respectively, representing 9.2% and 8.2% of the total sample. Comment: This distribution indicates that the majority of university leaders in the sample fall within the young and middle age group (30-39 years), while the older age groups represent the lowest percentage.

Functional Specialization:

Highest category: Heads of departments, with 38 leaders, representing 38.8% of the total sample.

Lowest category: Assistant Directors, with 11 leaders, representing 11.2% of the total sample.

Comment: This distribution shows that the majority of the sample consists of department heads, while assistant managers constitute the least represented category in the leadership positions surveyed.

## 4. RESULTS AND DISCUSSION

### 4.1. RESULTS

The results of the tests showed the stability of the scale instrument and the normal distribution used in the research and to ensure the reliability of the resolution used in the study, the Cronbach alpha test was applied. This test measures the consistency and reliability of the resolution, where a value of 0.70 or higher is considered acceptable. This value indicates that the resolution has good internal stability, and that the results obtained will be consistent and repeatable if the resolution is reapplied in similar conditions. This reduces the likelihood of errors and ensures reliable results, according to reference.

"As well as to ensure that the data collected correctly represented the research community, statistical tests were applied to determine whether the data followed the normal distribution. The torsion and flattening coefficients were calculated for the study variables. The accepted values for these coefficients, according to [42], indicate that they must fall within the range (+1.96, -1.96). If the values are within this range, this indicates that the data are normally distributed, allowing the use of parametric statistical methods that require this assumption."

**Table 2. Stability coefficient and normal distribution of dimensions and paragraphs**

Variables	Dimensions	Number of paragraphs	Coefficient of stability	Skewness	Kurtosis
<b>Strategy for promoting open dialogue</b>		4	82.4%	1.093	-1.761
<b>Commodification of Higher Education</b>	<b>Economic dimension</b>	4	92.4%	1.902	-1.651
	<b>Administrative dimension</b>	4	78.9%	1.886	-1.361
	<b>Academic Dimension</b>	4	87.9%	0.887	-0.749
	<b>Social Dimension</b>	4	86.4%	0.742	-0.821
<b>All paragraphs of the dimensions of the commodification of higher education</b>		16	86.4%	1.354	-1.146

The source is prepared by the researcher based on the (SPSS) program

After applying the Cronbach's alpha stability test, it was found that all study axes showed acceptable results, both individually and collectively. This indicates that the resolution has good internal stability, and that the questions measure the concepts to be measured consistently and reliably. The distribution of the data was examined using torsion and flattening coefficients. It was found that all the values of these coefficients fall within the acceptable range (+1.96, -1.96). This suggests that all paragraphs of the study variables and their dimensions are normally distributed. This means that the data follow a symmetrical distributional pattern, allowing the use of parametric statistical methods that require this assumption.

The results of the descriptive statistical analysis of the research variables showed a high degree of consistency and response, and to assess the level of emergence of the two study variables (the strategy of encouraging open dialogue and the commodification of higher education) at the private university in Najaf Governorate, descriptive analysis will be used. This analysis involves calculating the mean, standard deviation, coefficient of variation, and relative importance of each dimension of the variables.

The hypothetical mean (3) was adopted as a measure of comparison. If the arithmetic mean of any dimension is higher than (3), this indicates an acceptable level of agreement and practice by the directors, their assistants, heads of departments and department rapporteurs at the university studied. If the mean is less than (3), this indicates an unacceptable level. Through these analyses, the level of availability, practice, homogeneity and attention to the variables of the study and their dimensions will be determined, helping to understand the current situation and make recommendations to reduce the commodification of higher education and promote a strategy to encourage open dialogue.

#### **A. Variable strategy to encourage open dialogue**

The attached table and figure show the results of the analysis of the variable "Strategy for Encouraging Open Dialogue" at the researched university. The results indicate a high level of availability and academic dimension of this variable, as the arithmetic mean reached (3.551), which is higher than the hypothetical mean (3), which indicates the sample agreement on the importance of the strategy to encourage open dialogue.

The standard deviation was (0.760), which indicates an acceptable dispersion in the sample's opinions on this variable. The coefficient of variation, which reached (21.4%), shows the extent to which the values are dispersed from their arithmetic mean. The relative importance of the strategy variable to encourage open dialogue was (71.0%), which indicates its importance in the study.

**Table Error! No text of specified style in document.3. Statistical indicators of the independent variable Strategy for encouraging open dialogue**

Arrange dimensions	C.V	relative importance	S.D	mean	Independent dimensions	ت
Arrange dimensions	C.V	relative importance	S.D	mean	Independent dimensions	t
	21.4%	71.0%	0.760	3.551	Total Strategy for Promoting Open Dialogue	

Source: Completed by the researcher with the help of SPSS. V.26.

#### **B. Variable of commodification of higher education**

The attached table and figure showed the results of the analysis of the variable "Commodification of Higher Education" in the researched university. The results indicate a high level of quality, with an

arithmetic mean of (3.492), which is higher than the hypothetical mean (3), which indicates the satisfaction of the sample with the commodification of higher education provided.

The standard deviation was also (0.838), which indicates an acceptable dispersion in the sample's opinions on this variable. The coefficient of variation, which reached (24.0%), shows the extent to which the values are dispersed from their arithmetic mean.

The relative importance of the variable of the commodification of higher education was (69.8%), which indicates its great importance in the study.

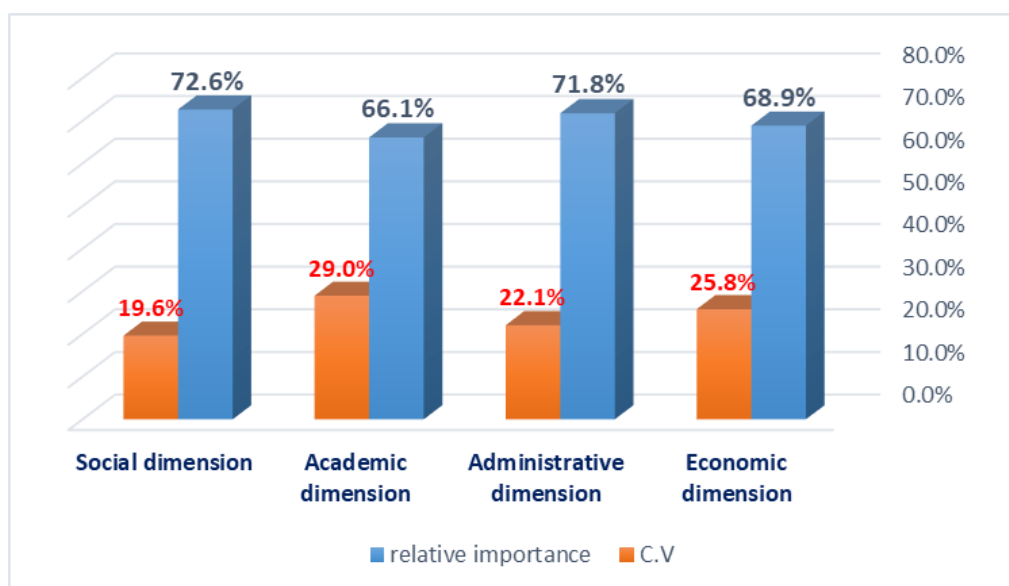
The "Social dimension" dimension ranked first, with the highest values, indicating that respondents see the social dimension as the most important dimension of the commodification of higher education. While the "Academic dimension" dimension ranked last, with the lowest values, which indicates that respondents see this dimension as relatively less important or that there are some shortcomings in it.

The following is a presentation of the most important results related to the responses of the sample opinions on each dimension of the variable "commodification of higher education":

**Table 4. Statistical indicators of the variable dependent on the commodification of higher education**

t	Independent dimensions	mean	S.D	relative importance	C.V	Arrange dimensions
1	Economic dimension	3.443	0.889	68.9%	25.8%	3
2	Administrative dimension	3.588	0.792	71.8%	22.1%	2
3	Academic dimension	3.305	0.958	66.1%	29.0%	4
4	Social dimension	3.632	0.713	72.6%	19.6%	1
	<b>Total Commodification of Higher Education</b>	<b>3.492</b>	<b>0.838</b>	<b>69.8%</b>	<b>24.0%</b>	

Source: Completed by the researcher with the help of SPSS. V.26.



**Fig. 1. Statistical indicators of the variable dependent on the commodification of higher education**



### ***Research Hypotheses***

The first main hypothesis (H1) states that "there is no significant correlation between the independent variable of the strategy to encourage open dialogue and the variable adopted by the commodification of higher education."

The second main hypothesis (H2) states that "there is no significant effect between the independent variable of the strategy to encourage open dialogue and the variable adopted by the commodification of higher education"

### ***Test the hypotheses of the study***

They will be tested successively as follows:

The first main hypothesis (H1): (The hypothesis predicted that there is no statistically significant correlation between the strategy to encourage open dialogue and the commodification of higher education), the results of the table below show a correlation between the strategy of encouraging open dialogue and the commodification of higher education, if the degree of correlation reaches (-0.831), which is inverse and statistically significant depending on the achieved moral level (0.000), which is less than the moral level of the social sciences (5%), based on these data obtained accept the hypothesis, and this indicates The less attention the university studied to the practices of the strategy of encouraging open dialogue among employees will lead to the reduction of the commodification of higher education. The following sub-hypotheses branch out of it:-

**Table 5. Correlation between the strategy to encourage open dialogue and the commodification of higher education**

Commodification of Higher Education		
Strategy for promoting open dialogue	Pearson Correlation	<b>-0.831 **</b>
	Sig. (2-tailed)	<b>0.000</b>

Source: Prepared by the researcher based on the outputs of SPSS V.26

### ***Impact hypotheses***

The first main hypothesis (H1): The sixth "main hypothesis" states: "No statistically significant effect" of the strategy to encourage open dialogue in the commodification of higher education). For the purpose of measuring the strength of the link and the extent to which the paragraph belongs to the dimension for which it was developed, this method is sometimes called structural equation modeling.

Accordingly, the method of modeling the structural equation is a basic basis for the factorial analysis that deals with a wide range of variables and tries to reduce them to a lower group by determining the extent to which the paragraph belongs to the dimension that was developed to measure. For the purpose of interpreting the confirmatory factor analysis of the study variables, these variables must be subject to conformity quality standards, and the table below shows the conformity quality indicators according to the structural modeling equation.

**Table 6. Conformity Quality Indicators by Structural Modeling Equation**

Pointer	Base
<b>Ratio between value (x2) and degrees of freedom (CMN/df)</b>	Less than (0.05) Good, less than (0.02) Match, Greater than (0.05) Rejected
<b>Relevance Quality Index (GFI)</b>	Value range between (0) - (1), acceptance rule greater than (0.90) greater than (0.95) matching
<b>Comparative Suitability Index (CFI)</b>	
<b>Tucker Lewis Index (TLI)</b>	
<b>Rounding median square root error (RMSEA)</b>	Less than (0.05) match, values between (0.05 -0.08) good, values between (0.10 -0.08) average, values greater than (0.10) rejected
<b>Paragraph saturation rate</b>	Greater than 0.40

Source: Author based on Hair et al. (2010)

## 4.2 DISCUSSION

The study showed through a structural model that was verified for reliability and reasonableness, according to acceptable suitability criteria (Hair et al., 2010), a strong and statistically significant positive relationship between the strategy of encouraging open dialogue and the commodification of higher education; One leads to a significant increase in the commodification of higher education by 0.820, and this relationship is statistically significant, as the moral level (0.000) is less than 5%, with a critical value (16.671) and a standard error (0.075), and based on these data, the null hypothesis was rejected and the alternative hypothesis was accepted, which categorically confirms that increased interest in the strategy of encouraging open dialogue at the university leads to a decrease in the commodification of higher education, and the study concluded that the strategy of encouraging open dialogue plays a crucial role in Reducing the commodification of higher education, and that a university that pays more attention to ethics achieves higher levels of quality services, which emphasizes the importance of implementing a strategy to encourage open dialogue in the education sector to improve educational services.

The results indicate that the strategy to encourage open dialogue contributes significantly to reducing the commodification of higher education, but only explains 68.8% of this improvement, which means that there are other unconsidered factors that affect the quality of services by 31.2%.

**Table 7 Final Results of the Direct Impact between the Strategy for Promoting Open Dialogue and the Commodification of Higher Education**

Terck			Standard Rating	Standard error	Critical value	value R2	Sig.
Strategy for promoting open dialogue	<--	Commodification of Higher Education	<b>0.820</b>	<b>0.075</b>	<b>16.671</b>	<b>68.8%</b>	<b>0.000</b>

"Source: Researcher preparation based on the outputs of the statistical package "AMOS. V.26".

## 5. CONCLUSIONS AND RECOMMENDATIONS

After analyzing the results of the study on the strategy of encouraging open dialogue and its role in mitigating the commodification of higher education, the study reached a set of conclusions that reflect the reality of practices at the National Future University in Babylon Governorate, and can be clarified in the following

### 5.1 CONCLUSIONS

- 1- The results showed that the level of interest in the components of the strategy to encourage open dialogue was ranging from medium to high, as most of the respondents' responses came between "neutral" and "agreed", which indicates a positive trend, but it still needs to be strengthened and activated more broadly by the studied university.
- 2- It was found that there is a medium to high interest in the manifestations of commodification of higher education, as the responses of the sample reflected an awareness of the manifestations of commodification, and this indicates that there is a need to reduce the commodification of higher education The studied university.
- 3- Through the analysis of correlations, the study showed a strong, inverse and significant correlation between the strategy of encouraging open dialogue and the commodification of higher education; this indicates that the more attention to the components of the strategy to encourage open dialogue at (at the National Future University in Babylon Governorate), the more this leads to reducing the commodification of higher education.
- 4- The statistical model proved that there is a clear significant impact of the strategy to encourage open dialogue on the commodification of higher education, reinforcing the hypothesis that the strategy of encouraging open dialogue is an effective tool to reduce the negative aspects of the phenomenon of the commodification of higher education.

### 5.2 RECOMMENDATIONS

At the end of the research, we present some recommendations and proposals that can be submitted to the studied university to reduce the commodification of higher education through the strategy of encouraging open dialogue:

- 1- Establishing permanent institutional structures for dialogue within the university, such as advisory councils that include representatives from various components of the university community, whose main tasks are to organize dialogue and strategic discussions related to the university's educational and economic orientations and policies.
- 2- Allocate regular places and times for university dialogue, such as open seminars and workshops, discuss important issues and allow everyone to express their opinions freely and respectfully, while making use of digital platforms to enhance interaction and expand the circle of participation among members of the academic community.
- 3- Formulate and develop clear and announced policies to organize dialogue within the university, and determine decision-making mechanisms based on the outcomes of the dialogue, to ensure its effectiveness and direct impact on academic and administrative work tracks.
- 4- Training and qualifying university leaders to manage dialogues in professional ways, through programs to develop listening skills, manage discussions, and deal with intellectual differences.
- 5- Spreading the culture of constructive dialogue and mutual respect within the university, and motivating students and faculty members to participate freely and consciously in expressing opinions.
6. Ensure transparency in the circulation of important information and data related to university issues, and provide them to all concerned parties to form informed positions and visions that support



effective dialogue, and limit unilateral business decisions that contribute to the commodification of education.

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