

The Application Level of the Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members

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Abstract: *This study aimed to shed the light on the application level of the academic accreditation standards in Taibah University. To achieve the study objective the researcher followed the best suitable method which is the analytical descriptive method. The study sample was (475) faculty members from Taibah University in Saudi Arabia who were chosen randomly. The researcher developed a questionnaire to collect data needed and the study findings were as follows: the application level of academic accreditation standards in Taibah University was high , and there were no significant statistical differences regarding the application level of academic accreditation standards in Taibah University between the participants of the study attributed to the gender variable, and there were significant statistical differences attributed to the rank and years of experience. The research recommended to aware the faculty members of the university, students and administrators about the quality culture and to cooperate with civil society corporations in implementing economic and social development projects.*

Keywords: *Academic accreditation, Standards*

I. Introduction

This century witnessed many tremendous changes in all life scales, like: globalization, information and communication advances. These changes had many impacts on the institutions working in the field so that they became aware of the need for coping and developing now and in the near future. Also, these changes created many challenges so that those institutions were in need to develop their performance, and achieve the highest levels of efficiency in performance. Therefore , universities –as other educational institutions – were serious in developing and upgrading their systems in order to achieve sufficiency and compete besides raising their capacity in terms of sufficing the society needs and enhancing its quality and performance efficiency.

Moreover, the academic accreditation importance and contribution are obviously seen in raising the quality of the scientific and vocational programs and in enhancing the universities' scientific credibility by achieving the highest levels of education and learning at the same time. As a result, these universities can be recognized as a highly qualified administration in order to get the academic accreditation. Also, the academic accreditation creates competition among universities where each university tries to develop till the highest levels of quality are achieved [1].

1.2 The Statement of Problem:

Academic accreditation has been taken into consideration for the last two decades after so many universities had achieved significant advances because of the type of the academic accreditation standards that they adopted. Due to the priority of such subject and the major contributions made in it, many researches and papers had been made dealing with it including many variables, so this study aims at measuring the application level of academic accreditation standards in Taibah University, so that the following question reflects it:

- 1- What is the application level of academic accreditation standards in Taibah University?**
- 2- Does the accreditation The Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members** according to the following variables (gender, academic rank, years of experience) ?

1.3 The objectives:

The research objectives are as follows:

- 1- knowing the application level of the academic standards which are** (vision, message, objectives ,authority & management , learning resources, equipments ,scientific research, financial planning and management ,students deanship and services, learning & education, hiring, social service, quality assurance management). In taiba university from the faculty members perspectives.
- 2- Shedding the lights on the significant differences in the application level of the academic standards** according to the following variables (gender, academic rank, years of experience).

The Research Significance: the research significance is reflected in the following points:

The theoretical : the theoretical significance of the research is reflected In the scientific contribution that will be according to the facts that will be provided to the subject of academic accreditation , so that this research will bridge the gap that is now found in the Arabic literature around the subject of academic accreditation through the Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members due to the dearth of the literature in the Arabic researches about this subject because it is – according to the researchers knowledge- the only research around this subject that was authored in the Arabic literature.

The Practical: the research practical significance is reflected in the population of the study which was the faculty members and employees of taibah university in the kingdom of Saudi Arabia because its one of the prominent universities in the kingdom besides the being one of the elite education establishments ,where the university mission is to provide one the best and highest ranking learning for the students based on the best academic standards in supporting the the scientific research and enriching knowledge besides supporting the society development , building the knowledge society and achieving excellence , so the researchers hope that the results of this study – based on the statistical analysis of the data and results- will contribute in helping the decision makers of the university in supporting the academic accreditation of the university.

1.4 The definitions:

Accreditation: Academic: is the process of evaluating the quality level of the academic institution by a qualified entity or personnel based on definite academic standards [2].

Procedural: is the process of evaluating the institution by an external entity ,where this process is made in order to guarantee that the learning in the colleges and universities is achieving quality and enhancing education [3].

The Standard: Definition: is a basis or principle that helps in achieving it or being an objective to achieved, in order to judge or evaluate the institution in terms of achieving it or not.

Procedural: is a basis that is adopted by a specialized institution in order to evaluate its performance based on it [4].

Taibah University: is one of the higher education institutions in the kingdom of Saudi Arabia , which is specialized in awarding employees and students' academic certificates and testimonies.

II. The Literature Review

The academic accreditation has been defined in many different ways. Ibrahim defined It as a group of procedures adopted by the accreditation agency in order to assure that the university accredited had fulfilled the accreditation standards and terms [5], whereas, Oshiba defined the academic accreditation as the group of the accreditation standards and terms adopted by the university accredited in order to get the academic accreditation [6].

The academic accreditation is distinguished by a group of traits which from the most important of the mare: the adoption of the academic accreditation standards adopted by the international agencies or organizations in order to guarantee the highest quality of the education provided by the university, and to support the education process as a whole in addition to the outputs of the educational process [5].

According to Ali [7] the academic accreditation objectives are represented in:

"-encouraging the competition between the educational organizations in order to provide more advanced learning.

*- fulfilling the academic accreditation terms by the university means that **the** programs of education provided by the university are the best programs in terms of components and outputs besides getting the best places between the universities around the globe.*

- fulfilling the academic accreditation terms by the university means that the programs of education provided by the university are the best programs in terms of components and outputs besides knowing the weaknesses to be overcome and the major strengths to be supported in."

Therefore, it is obvious that the academic accreditation standards can be summarized as follows:

- **The mission, aims and objectives:** this standards means that the university's mission have to be clear [8].
- **Authority:** this standard means that the university administration has the capability in order to lead, by putting down the policies, standards and procedures in order to control the process as a whole and to have the best effective organizational structure[9].
- **Quality assurance and administration :** this standard means that there is a quality system assures that the processes and objectives adopted by the university's administration are in the right way, besides focusing

on the process and outputs in the same time to guarantee that the students, employees and faculty members are in their best level [8].

- **Learning and education** : that there is a quality system that assures that the processes and objectives adopted by the university's administration are in the right way, the students' performances should be clear in accordance with the local, national and international standards. Also, the learning standards should be evaluated through special process measured in accordance with international standards. The faculties members have to be qualified and experienced to do their duties in the proper ways [9].
- **Faculty members**: this standard includes the skills and qualifications that the faculty members got in order to guarantee the best levels of learning and the best levels of social service provided by the university to the society[10].
- **Deanship and student affairs management**: this standard means the students admission and registration process and files are quick and responsive while assuring the confidentiality of information at this side and according to the policies adopted by the university's administration at this side which assures the students responsibilities and guaranteeing their rights in the learning process [9].
- **Learning resources**: this standard deals with planning the education process like providing the libraries and electronic biographies for the students, providing all the best facilities for the students in the library and helping them in getting the necessary books [9].
- **Scientific research**: scientific research is regarded as one of the most important three functions provided by the university and a pillar for any university to achieve success in any field[3].
- **Equipment & facilities**: this standard is related to all the facilities that are designed or provided to serve the students in order to provide a productive and safe learning environment for the students and needs providing the programs specialized in this field beside the best infrastructure at the university campus[9].

Al-Shemmari & Al-Mliji, entitled " a future vision in order to achieve the quality assurance in hail university " which aimed to shedding the lights on the theoretical basis for the quality assurance in hail university, and in terms of official accreditation and to know the best standards adopted in quality assurance fir universities , the results of the study showed many results from the most important of it were: that quality assurance application needs adopting a special plan in order to spread awareness about quality of the academic institution in the same university , and that the continuous review of the academic situation and quality of the institution helps in supporting quality and enhancing performance and to keep spreading and applying the best procedures based on the best international standards adopted here [11].

Al-Sarhan, entitled " the impact of applying the quality and academic accreditation in marketing the educational outputs in the Saudi universities" which aimed to shed the lights on the level of applying the quality and academic accreditation in marketing the educational outputs in the Saudi universities, the results showed that the Saudi universities cares a lot about the academic accreditation standards in terms of marketing their university outputs in higher education according to the standards adopted by the national agency of accreditation in the kingdom , focusing on the social responsibility and the employees in the same universities also, in addition to the past the results showed that the Saudi universities cares a lot about three major components in terms of the total quality of education (the organizational culture of the universities, focusing on the educational process and its dimensions besides focusing or caring about the adoption of the senior management of these standards) , the study recommended the need to take all of the academic accreditation standards into consideration all [12].

The study of **Bubshiet**, which was entitled " the level of the administrative quality in al-dammam university in the light of the national agency for academic accreditation and appraisal NCAAA. the study aimed to shed the lights on the level of the administrative quality in al-dammam university in the light of the national agency for academic accreditation and appraisal in order to shed the lights on the positive roles to be spread and those in need for development if there were some weaknesses in terms of the quality or performance in the university[13].

The study of **Al-Dosari**, that entitled " a proposed perspective for the academic quality and accreditation for the education college in princess Nora university in terms of the international experiences here", the study dealt with the past literature about the academic quality and accreditation for the education college in terms of the international experiences in some Arab countries like Egypt and u.a.e , besides shedding the lights on experience of some advanced countries like the us and British experiences at this side in order to have a proposed model for the academic quality and accreditation for the education college in princess Nora university[14].

Bogass, entitled "the application of the academic accreditation system in the Saudi public universities" , the study aimed to shed the lights on the conditions of the application of the academic accreditation system in

the Saudi public universities, the challenges facing the universities at this field besides trying to have a proposed model for the academic accreditation system in the Saudi higher education institutions"[15].

AL-Azmi, entitled " the extent of applying NCATE academic accreditation standards in faculty of education at Kuwait university" , where at this study the researcher shed the lights on some of the programs adopted in the college from a collective, perspective, and within a group of academic standards here (the evaluation system, the evaluation of the field experiences, diversity, the faculty members qualifications, their performance, , vocational development ,management ,resources) in the college from the faculty members perspectives[16].

Coria et al, titled " curricular in accredited undergraduate programmers in Argentina" , where the study aimed to evaluate the special program of accreditation adopted at these argentine universities according to the national agency for academic accreditation and appraisal in Argentina in terms of a group of programs : pharmacology, medicine, biochemistry, agriculture, in order to determine those blocks that are found in such area. The study evaluated the standards for those programs from the faculty members of the university , where the results found that taking the faculty members perspectives would be very beneficial in developing such programs besides adopting of the university of the curricular changes here into consideration[17].

2.2 The academic accreditation definition:

It's a group of procedures adopted by the accreditation agency in order to assure that the university accredited had fulfilled the accreditation standards and terms [5], but [6] defined the academic accreditation as the group of the accreditation standards and terms adopted by the university accredited in order to get the academic accreditation. Alawi [1] had defined the academic accreditation as the accreditation process made by the accreditation agency in order to assure that the university accredited had fulfilled the accreditation standards and terms.

2.3 The academic accreditation characteristics:

The academic accreditation is distinguished by a group of traits or specialties which from the most important of it are: the adoption of the academic accreditation standards adopted by the international agencies or organizations in order to guarantee the high quality of the education provided by the university, and to support the education process as a whole in addition to the end outputs of the education process [5].

2.4 The academic accreditation objectives:

The academic accreditation objectives are represented by the following points [7]:

- encouraging the competition between the educational organizations in order to provide more advanced learning.
- fulfilling the academic accreditation terms by the university means that the programs of education provided by the university are the best programs in terms of components and outputs besides getting the best places between the universities around the globe.
- fulfilling the academic accreditation terms by the university means that the programs of education provided by the university are the best programs in terms of components and outputs besides knowing the weaknesses to be overcome and the major strengths to be supported in that university.
- guaranteeing the best levels of education and learning for the students and the attendees of the university.

2.5 The academic accreditation standards:

- **The mission, ends and objectives:** this standards means clearing the university's mission [8].
- **Authority:** this standard means that the university administration had the capability in order to lead, by putting down the policies and standards and procedures in order to control the process as a whole and to have the best and effective organizational structure [9].
- **Quality assurance and administration :** this standard means that there is a quality system that assures that the processes and objectives adopted by the university's administration are in the right way, besides focusing on the process outputs in the same time to guarantee that the students, employees and faculty members are in the best level[8].
- **Learning and education :** that there is a quality system that assures that the processes and objectives adopted by the university's administration are in the right way, besides focusing on the process outputs in the same time to guarantee that the students, employees and faculty members are in the best level according to the local, national and international standards adopted in this field, besides reviewing the local, national and international standards adopted in this field adopted by the university's administration are in the right way[9].

- **Faculty members:** this standard includes the skills and qualifications that the Faculty members got in order to guarantee the best levels of learning and the best levels of social service provided by the university to the society[10].
- **Deanship and student affairs management:** this standard means the students admission and registration process and files are quick and responsive while assuring the confidentiality of information at this side and according to the policies adopted by the university's administration at this side which assures the students responsibilities and guaranteeing their rights in the learning process at this side [9].
- **learning resources:** this standard means that the planning the education process like providing the libraries, and electronic biographies for the students and providing all the best facilities for the students in the library and helping them in getting the necessary books [9] .
- **Scientific research:** scientific research is regarded as one of the most important three functions provided by the university and a pillar for any university to achieve success here in any field[3].
- **Equipment & facilities:** this standard is related to all the facilities that are designed or provided to serve the students in order to provide a productive and safe learning environment for the students and needs providing the programs specialized in this fields beside the best infrastructure here at the university campus [9].

III. Procedures

3.1 First: methodology: the researchers followed the analytical descriptive method in order to shed the light on the research phenomena, analyzing the data, the relationship between its components , views related to it, and the processes included at this side with views about it.

3.2 Second: population: the study population is made up of all the faculty members of Taibah university of Saudi Arabia with (3178) member for the university year 2015/2016.

3.3 Third: sample: the study sample constituted from (475) faculty member of the members of Taibah university of Saudi Arabia who were randomly stratified chosen and represent 15% of the population of the university as it is included in schedule (1):

Table (1): Sample Distribution

Variable	Category	Sample	Freq %
Gender	M	242	50.9
	F	233	49.1
Rank	Prof	65	13.7
	Asso prof	77	16.2
	Sub prof	132	27.8
	Lecturer	98	20.0
	Subordinate	103	22.3
Experience	Less than 5	114	24.0
	6-10 yrs	199	41.9
	11 yrs or more	163	34.1
Total		475	100%

3.4 Fourth: the instrument:

To achieve the study objectives represented by the Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members, the researcher used a special questionnaire prepared and with (62) items –final-, including (11) scale or standard, so the questionnaire in its final version had been developed according to the following steps besides using the past literature in this field:

- 1- **Determining the objective:** the questionnaire was prepared in order to test the Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members.
- 2- **The scales:** it includes (11) scale as follows: (vision, message, objectives ,authority & management , learning resources, equipment ,scientific research, financial planning and management ,students deanship and services, learning & education, hiring, social service, quality assurance management).
- 3- **Items phrasing:** the items of the questionnaire were procedurally phrased where it included (65) item in its final version of the questionnaire in (11) scales.
- 4- **Scaling and correction:** the faculty members responses were phrased according to likert -5 scale (fully provided 5 marks, provided 4 marks, middle 3 marks, little 2 marks, very little 1 mark) .
- 5- **Validity:** the face validity of the instrument was tested or verified by revising it and arbitrating it by a group of fully professional faculty members at this scale in order to be phrased ,tested and revised to deal with any fault or unsuitable and preparing it in its final version.
- 6- **Reliability:** in order to test the instrument reliability, the (test-retest) method was used at this side, so it was implemented for then after two weeks on a group of (40) faculty members from the university

population , then Pearson correlation coefficient was computed for their estimations for two times, then adding the internal consistency coefficient according to cronbach- alpha formula as its indicated in schedule (2).

Table (2) Pearson correlation coefficient and cronbach- alpha formula results for the scales and the total degree:

Scale	Retest reliability	Internal consis.
Vision, message & objectives	.84	.80
Authority & management	.88	.78
Learning resources	.81	.74
Equipment & facilities	.78	.70
Scientific research	.83	.71
Financial planning & mangment	.84	.72
Students deanship & services	.86	.79
Learning & education	.88	.76
Recruiting	.90	.77
Society service	.84	.76
Quality assurance & management	.83	.72
Total degree	.87	.95

3.5 Fifth: The statistical procedures:

The two researchers had used the statistical package for the social sciences (SPSS) for making the statically procedures special for the data analysis and using the likert-5 scale at this case (fully provided, provided, middle, little ,very little) where the means, standards deviations, variances , relative weight and frequencies were all done at this case besides the t-test to incline or point to any statically significant differences between the variables.

The likert-5 scale at this case also was used in preparing the study instrument, so the scale mentioned by e. Abdelfattah in his study was adopted for the study[18] and the following table (3) shows it:

Table (3): The likert-5 scale Responses

Provision	Relative weight		mean	
	From	to	from	to
very little				
Little	0	19%	1	1.79
Middle	20%	39.9%	1..8	2.59
Provided,	40	59.9%	2.6	3.39
Fully provided	60%	79.9%	3.4	4.19

IV. Results and Discussion

The study showed according to its hypothesis the following results:

The 1st question: what is The Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members?

To answer the question means, standards deviations, variances were computed for the Application Level of Academic Accreditation Standards in Taibah University which are (vision, message, objectives ,authority & management , learning resources, equipments ,scientific research, financial planning and management ,students deanship and services, learning & education, hiring, social service, quality assurance management) from the Viewpoint of Faculty Members and the following schedule shows the results:

Table (4) Means, Standards Deviations, Variances For The Application Level Of Academic Accreditation Standards In Taibah University From The Viewpoint Of Faculty Members

No.	Scale	M	SD	level	Rank
3	learning resources	4.09	.608	high	1
4	Equipment	4.05	.539	high	2
2	authority & management	4.02	.617	high	3
7	students deanship and services	3.89	.677	high	4
6	financial planning and management	3.82	.636	high	5
9	Hiring	3.85	.611	high	5
1	vision, message, objectives	3.85	.691	high	7
5	scientific research	3.81	.599	high	7
11	quality assurance management	3.81	.761	high	9
8	learning & education	3.76	3.69	high	10
10	social service	3.69	3.36	middle	11
		3.76	.761	high	

As it is indicated in schedule (4) the means were between (3.30-4.09) where the learning resources was in the first rank with a mean of (4.09) while the society service was in the last with a value of (3.30) and the total mean was (3.76).

4.1 The 1st scale: Vision, Message, Objectives:

Table (5) means, standards deviations, variances for the scale descend ordered.

No.	Scale	M	SD	level	Rank
1	There is a clear vision for taibah univ. according to the higher learning policy of the kingdom of Saudi Arabia.	4.16	.840	high	1
2	There is a clear vision that taibah univ. is committed to providing high quality learning based on creativeness and excellence.	4.06	.876	high	2
3	The vision is based on the future developments and changes happening in political, social and economic scales of the state.	3.6	.955	middle	6
4	The university's message is based on globalization , privatization and inte'l competition.	3.62	1.104	middle	5
5	Taibah university works on providing equal opportunities for people wishing to study or work	3.73	1.018	high	3
6	Taibah university contributes in mass ans sustainable development.	3.69	1.042	high	4
		3.81	.691	high	

Based upon the results shown in the schedule (5) the mean of this scale was (3.81) with item (1) with " There is a clear vision for taibah university. according to the higher learning policy of the kingdom of Saudi Arabia." , while item (3) which is ' **The vision is based on the future developments and changes happening in political, social and economic scales of the state** "in the last rank with a mean of (3.6) .

4.2 The 2nd Scale: Authority and Management:

Table (6) means, standards deviations, variances for the authority and management scale in descended order

No.	Scale	M	SD	level	Rank
7	The university board members are elected from qualified persons who have creative capabilities and able to put forward policies and strategies that contributes in achieving the university objectives.	4.0	.875	high	4
8	The university have the entrepreneurship capabilities	4.12	.798	high	3
9	The university adopts the e-management style in all of the procedures.	4.15	.899	high	2
10	The organizational structure of the university includes the administrative units that contribute in achieving the university's objectives.	4.19	.904	high	1
11	The organizational structure of the university is based on clarity and transparency where the communication and chains of command are adopted.	3.96	.898	high	5
12	The organizational structure of the university adopts a compensation system that is based on performance appraisal and excellence in production.	3.70	.948	high	6
total		4.02	.617	High	

Based upon the results shown in the table (6) the mean of this scale was (4.02) with item (10) " The organizational structure of the university includes the administrative units that contribute in achieving the university's objectives" comes in the first rank but item (12) which states " The organizational structure of the university adopts a compensation system that is based on performance appraisal and excellence in production" came in the last rank.

4.3 The 3rd Scale: Learning Resources:

Table (7) means, standards deviations, variances for the learning resources scale descendly ordered.

No.	Scale	M	SD	level	Rank
13	The university provides the suitable classrooms for the students.	4.19	.836	high	1
14	The university provides the labs that suit the students numbers.	3.99	.870	high	6
15	The university provides all the safety and hygienic conditions inside the classrooms, halls and theaters for the students.	4.17	.794	high	2
16	The library is designed according to the highest architecture and engineering standards.	4.08	.957	high	4
17	The library uses an electronic system for books reserving and lending for all of its resources and biography.	4.10	.891	high	3
18	The library provides all of the students with the best services after	4.04	1.095	high	5

	schooling and related electronically to other universities.				
learning resources		4.09	.608	high	

Based upon the results shown in the table (7) the mean of this scale was (4.09) with item (13) which states that **"The university provides the suitable classrooms for the students."** While the item (14) which states **"The library provides all of the students with the best services after schooling and related electronically to other universities"** came in the last rank.

4.4 The 4th Scale: Equipment and Facilities:

Table (8) means, standards deviations, variances for the equipment and facilities scale descendly ordered

No.	Scale	M	SD	level	Rank
19	The university provides the labs, courts and yards that suit the students numbers	3.93	.879	high	5
20	The university provides the courts and yards that suit the students numbers	4.02	.882	high	4
21	The university provides the parks for the faculties, workers and students	4.14	.883	high	3
22	The university provides the health insurance for the faculties, workers and students	4.19	.823	high	1
23	The university provides the buses and shuttles for the faculties, workers and students	3.88	.824	high	6
24	The university provides the cafeteria, clubs ,bookshops .etc. for the faculties, workers and students	4.15	.805	high	2
equipment and facilities		4.05	.538	high	

Based upon the results shown in the table (8) the mean of this scale was (4.05) with item (22) which states that **" The university provides the health insurance for the faculties, workers and students "** while the (23) item which states **" The university provides the buses and shuttles for the faculties, workers and students"** came in the last rank.

4.5 The 5th Scale: the Scientific Research

Table (9) means, standards deviations, variances for the scientific research scale descendly ordered.

No.	Scale	M	SD	level	Rank
25	The university believes that scientific research is one of its pillars.	4.16	.798	high	2
26	The university organizational structure includes a deanship special for the scientific research	4.18	.831	high	1
27	The university provides a special budget for the support of scientific research activities.	3.64	.965	middle	4
28	The university adopts special procedures for the support of faculties in scientific research	3.62	.990	middle	5
29	The university follow all of the suitable procedures in order to settle down all of the problems the society in order to end it.	3.71	.999	high	3
30	The university holds many training sessions and courses to enable employees and students in the scientific research scale.	3.54	.987	middle	6
scientific research total		3.81	.599	high	

Based upon the results shown in the table (9) the mean of this scale was (4.18) with item (26) which states that **" The university organizational structure includes a deanship special for the scientific research "** while the (30) item which states **" The university holds many training sessions and courses to enable employees and students in the scientific research scale."** came in the last rank.

4.6 The 6th Scale: Financial Planning and Management

Table\ (10) means, standards deviations, variances for the financial planning and management scale descendly ordered.

No.	Scale	M	SD	level	Rank
31	The university provides all the finance necessary for its roles and responsibilities.	4.01	.874	high	1
32	All the university expenses are audited by certified audits from its employees or others.	3.96	.933	high	2
33	the university do its best in order to provide all the external financing by signing contracts with production & services sectors to provide all the consultancy needed in this field.	3.8	1.037	high	3
34	The university adopts special procedures for the support of faculties in scientific research	3.64	.961	middle	4
the financial planning and management		3.85	.636	high	

Based upon the results shown in the table (10) the mean of this scale was (3.85) with item (31) which states that **" The university provides all the finance necessary for its roles and responsibilities "** in the 1st

place, while the (34) item which states " **The university adopts special procedures for the support of faculties in scientific research.**" came in the last rank.

4.7 The 7th Scale: the Deanship and Student Affairs

Table (11) means, standards deviations, variances for the deanship and student affairs scale descendly ordered

No.	Scale	M	SD	level	
35	The university provides the systems , applications, admission and penalty systems.	4.14	.926	high	1
36	The university specifies a file for every student with its information about him , conduct and excellence.	3.95	.934	high	3
37	The university surveys the students & faculty members points of view about higher education level and quality	4.07	.895	high	2
38	The university provides the students with all the opportunities to social , and academic life issues.	3.63	1.038	middle	6
39	The university provides the students with all the opportunities to participate in decisions making concerning social , and academic life issues.	3.64	1.014	middle	5
40	The university provides or determines the number of admissions or every academic program.	3.91	.938	high	4
deanship and student affairs		3.89	.677	high	

Based upon the results shown in the schedule (11) the mean of this scale was (3.98) with item (35) which states that " **The university provides the systems , applications, admission and penalty systems.**" in the 1st place, while the (38) item which states " **The university provides the students with all the opportunities to social , and academic life issues.**" came in the last rank.

4.8 The 8th Scale: Learning and Education

Table (12): means, standards deviations, variances for the learning and education scale

No.	Scale	M	SD	level	Rank
41	The university administration cares about the processes of learning and education in that suits the students mastering of the courses.	3.29	1.128	high	6
42	The learning and education strategies develops the critical thinking and creative thinking decisions.	3.68	.929	high	5
43	Providing a rich and educational nurturing environment that attract students for learning.	3.74	1.017	high	3
44	Enriching The learning and education strategies in order to satisfy the students educational needs	3.85	.936	high	2
45	The projects implemented by the university are original , renewness and developing the learning and education strategies.	3.71	.948	high	4
46	The university follows strict policies and standards in hiring faculty members based on their qualifications and experiences.	3.90	.899	high	1
the learning and education		3.69	.660	high	

Based upon the results shown in the table (12) the mean of this scale was (3.96) with item (46) which states that " **The university follows strict policies and standards in hiring faculty members based on their qualifications and experiences.**" in the 1st place, while the (41) item which states " **The university administration cares about the processes of learning and education in that suits the students mastering of the courses..**" came in the last rank.

4.9 The 9th Rank: Hiring

Table (13) means, standards deviations, variances for the hiring Scale

No.	Scale	M	SD	level	Rank
47	The university follows strict and clear instructions regarding the hiring process for the employees and faculty members.	3.94	.886	high	2
48	The university determines strict and clear instructions regarding the work process for the employees and faculty members	3.93	.953	high	4
49	The university evaluates its human resource policy and personnel through periodical appraisal.	4.06	1.065	high	1
50	The university provides continuous professional development opportunities through courses and workshops for all of its cadre and staff.	3.53	1.127	high	6
51	The university evaluates continuously professional development opportunities through courses and workshops for all of its cadre and staff.	3.68	.653	high	5
52	The university provides health insurance programs through for all of its cadre and staff.	3.93	.948	high	3
hiring		3.85	.611	high	

Based upon the results shown in the table (13) the mean of this scale was (3.85) with item (49) which states that " **The university evaluates its human resource policy and personnel through periodical appraisal. " in the 1st place,** while the (50) item which states " **The university provides continuous professional development opportunities through courses and workshops for all of its cadre and staff."** came in the last rank.

4.10 The 10th Scale: the Society Service:

Table (14) means, standards deviations, variances for the society service.

No.	Scale	M	SD	level	Rank
53	The university provides many plans for society service according to its conditions.	3.41	1.066	high	3
54	The university holds in its campus all the workshops, seminars conferences and initiatives in the field of social service.	3.33	1.078	middle	4
55	The university contributes in social service by implementing many economic projects and initiatives.	3.46	1.047	middle	2
56	The university had good relations with all of the local, regional and international organizations specialized in the field of social service.	3.57	1.070	middle	1
57	The university has specialized centers for social services like the educational, sports and health centers and the female centers.	3.13	1.246	middle	5
58	The university provides specialized scientific unit for social services like the educational, sports and labor market.	2.92	1.195	middle	6
social services		3.30	.687	middle	

Based upon the results shown in the table (14) the mean of this scale was (3.30) with item (56) which states that " **The university had good relations with all of the local, regional and international organizations specialized in the field of social service.. " in the 1st place**, while the (58) item which states " **The university provides specialized scientific unit for social services like the educational, sports and labor market.**" came in the last rank.

4.11 The 11th Scale: Quality Control Management:

Schedule (15) means, standards deviations, variances for the quality control management.

No.	Scale	M	SD	level	Rank
59	quality control processes includes all of the university sectors.	3.88	.936	high	2
60	quality control processes integrates perfectly in congruence with the managerial planning and processes.	3.90	.891	high	1
61	The quality evaluation includes the inputs, processes and outputs with special care to the outputs.	3.65	1.182	middle	3
62	The quality processes are implemented in away to insure that the faculty members, workers and students are committed to develop their performance and appraising it.	3.62	.761	middle	4
quality control management		3.76	.761	high	

Based upon the results shown in the schedule (15) the mean of this scale was (3.76) with item (60) which states that " quality control processes integrates perfectly in congruence with the managerial planning and processes. " in the 1st place, while the (62) item which states " The quality processes are implemented in a way to insure that the faculty members, workers and students are committed to develop their performance and appraising it." came in the last rank.

The second question: are there any statistical significant differences between the participants responses regarding the Application Level of Academic Accreditation Standards in Taibah University due to the following variables (gender, academic rank, years of experience) ?

To answer the past question

The means and standard deviations for the participants responses were computed for The Application Level of Academic Accreditation Standards in Taibah University according to the (gender, academic rank, years of experience) variables as its shown in the following table.

Table (16): means and standard deviations for the participants responses according to gender and experience and academic level.

		M	SD	NO.
Gender	M	3.78	.744	242
	F	3.75	.779	233
Rank	Prof	4.02	.645	65
	Associate prof	3.94	.689	77
	Sub. Prof	3.69	.737	132
	Lecturer	3.68	.810	95
	Sub.	3.65	.813	106
experience	Less than 5	3.56	.831	114
	6-10 yrs	3.83	.791	199
	11 yrs or more	3.82	.642	162

From table (16) it can be realized that there is a wide variation in the means and standard deviations for The Application Level of Academic Accreditation Standards in Taibah University according to the (gender, academic rank, years of experience) variables.

Table (17) the MANOVA for the impact of (gender, academic rank, years of experience) variables The Application Level of Academic Accreditation Standards in Taibah University.

VAR	Total squ.	Df	Squ. M	f	sig
Gender	.005	1	.005	.009	.942
Academic rank	9.969	4	2.492	4.508	0.001
Experience	6.488	2	3.244	5.868	0.003
Error	258.182	476	.553		
tot	274.243	474			

From schedule (17) the following can be inferred :

- That there are no statistical significant differences at the significance interval ($\alpha=0.05$) due to gender, where the f- value .009 and at a significance interval 0.0924.
- That there are statistical significant differences at the significance interval ($\alpha=0.05$) due to academic rank, where the f- value 4.508 and at a significance interval 5.686, so that the even differences between the means were computed by using shaffee post -test as its shown in table (18).

Table (18) the Shaffee post- test for the academic rank on the Application Level of Academic Accreditation Standards in Taibah University.

	M	PROFF	Associate prof	Sub. Prof	Lecturer	Sub.
PROFF	4.02					
Associate prof	3.94	.09				
Sub. Prof	3.69	.34	0.25			
Lecturer	3.68	.35	.26	.01		
Sub.	3.65	*.37	*.29	.04	.03	

*AT significance interval ($\alpha=0.05$).

From table (18) it can inferred that there statistical significant differences at the significance interval ($\alpha=0.05$) due to academic rank between the proff and the associate professor from one side and the subordinate from the other, and the benefit was for the proff and the associate professor.

Schedule (19) the shaffee post -test for the years of experience on the Application Level of Academic Accreditation Standards in Taibah University.

	M	Less than 5	6-10 yrs	11 yrs or more
Less than 5 YRS	3.56			
6-10 yrs	3.83	*.27		
11 yrs or more	3.82	*.26		

*AT significance interval ($\alpha=0.05$).

From table (19) it can be inferred that there are significant statistical differences at significance interval ($\alpha=0.05$) due to the years of experience between the faculty members who had experience less than 5 years from one side and the faculty members who had experience (5-10 yrs) and (11 yrs or more) and it was for the benefit of faculty members who had experience (5-10 yrs) and (11 yrs or more).

V. Discussion

5.1 Discussion of the 1st question: what is The Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members?

The results of this question shows that The Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members mean was very high with (3.76) and that the Accreditation Standards in Taibah University (vision, message, objectives ,authority & management , learning resources, equipments ,scientific research, financial planning and management ,students deanship and services, learning & education, hiring, social service, quality assurance management) were very high except the relationship with the society which was of a middle level. and this result could be attributed- as the researchers believe- to the best efforts done by the university administration at this side in order to get the best application of the accreditation standards at this side in order to achieve the university's vision, message, and strategic objectives, so from the things followed by the university administration at this side are those workshops and conferences held in the university campus at this field and complete adherence to the accreditation standards at this side by the university facilities, faculties and colleges like those followed by the advanced university facilities, faculties and colleges around the world. Besides the efforts doe by the university's deanship in its care about awaking the students and faculties about the importance of the accreditation standards and winning the best foreign accreditation and certificates from the organizations working in this field around the world here and

this result goes with the results of El-Serhan [19] which showed that the Saudi universities Level of Academic Accreditation Standards was good and that they are from the pillars for the universities administrations also.

Also it is in congruence with Al-Qahtani results [20] which showed that the participants responses around The Application Level of Academic Accreditation Standards in Taibah University were high and positive at the same time.

But the results were in contradiction to other studies like Bogus [15] which showed that that the participants responses around The Application Level of Academic Accreditation Standards in Saudi Universities (umm alqura, king Saud, king Abdul-Aziz ..etc) were middle and positive at the same time.

The results were in contradiction to other studies like Al-Alfi [21] which showed that that the participants responses around The Application Level of Academic Accreditation Standards in hael University weren't accepted.

With regard to the relation with the society standard, the researchers believed that the results could be attributed to the deanship care about the Application Level of Academic Accreditation Standards internally in order to achieve the university's mission , vision and objectives but on the expense to the local society.

5.2 Discussion of the second question: are there any statistical significant differences between the participants responses regarding the Application Level of Academic Accreditation Standards in Taibah University due to the following variables (gender, academic rank, years of experience) ?

The results showed the following:

With regard to gender: the results showed that that there are significant statistical differences at significance interval ($\alpha=0.05$) due to the gender which means that the Application Level of Academic Accreditation Standards in Taibah University from the Viewpoint of Faculty Members was the same.

With regard to the academic rank: the results showed that that there are significant statistical differences at significance interval ($\alpha=0.05$) due to the academic rank, so that the differences were from the professor and the associate professor from one side and the subordinate from the other, and it was for the benefit for the professor and the associate professor, the researchers attribute such results for the fact the higher faculties have more knowledge and experience than the other faculties around this issue and their higher authority at the same time.

With regard to the years of experience: the results showed that that there are significant statistical differences at significance interval ($\alpha=0.05$) due to the years of experience with the faculties members with (5 years or less) from one side and **(5-10 yrs) and (11 yrs or more)** from the other, and it was for the benefit of faculty members who had experience **(5-10 yrs) and (11 yrs or more)**, the researchers attribute such results for the fact the fact the higher faculties have more knowledge and experience than the other faculties around this issue and their higher authority and longer experience in education at the same time.

VI. Recommendations

Upon the past results the researchers would like to put forward the following recommendations around this field:

- 1- Spreading the quality culture between faculty members, employees and students.
- 2- Preparing for special training programs for the deans, department heads and the managers in the universities in order to develop their skills in this field.
- 3- Participating in cooperation with the civil society in implementing the economic and social development projects.
- 4- Holding the conferences, seminars ,training workshops and consultation for the public and the private.
- 5- Making the evaluation for any project periodically in the university.
- 6- Specifying a specialized unit for the managing and relationships with the civil society in the university.
- 7- Specifying a specialized centers and medical clinics for the managing and relationships with the civil society in the university.
- 8- Quality assurance must be based on internal and external evaluation which will lead to the continuous development for the university performance.

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