

## Evaluation of the educational administration program in light of the academic accreditation standards

**Issa Falah Dhiab Al-Azmi**<sup>a</sup>, Commissioner in the General Authority for Applied Education and Training, Kuwait - Al-Qusur <https://orcid.org/0000-0002-4188-9462>

**Worod Maarouf Mohammad Al-Ta'ani**<sup>\*b</sup>, Jadara University, Faculty of Educational Sciences, Department of Educational Administration, Irbid – Jordan <https://orcid.org/0000-0002-5529-6262>

**Muhammad Noor Hussain Bani Irshaid**<sup>c</sup>, Al-Balqa Applied University, Princess Rahma College, Foundations of Education <https://orcid.org/0000-0002-0887-9844>

### Suggested Citation:

Al-Azmi, I. F. D., Al-Ta'ani, W. M. M., & Bani Irshaid, M. N. H.. (2021). Evaluation of the educational administration program in light of the academic accreditation standards. Cypriot Journal of Educational Science. 16(2), 487-498. <https://doi.org/10.18844/cjes.v16i2.5626>

Received from November 20, 2020; revised from January 13, 2021; accepted from April 12, 2021.

©2021 Birlesik Dünya Yenilik Arastırma ve Yayıncılık Merkezi. All rights reserved.

### Abstract

The aim of this study was to evaluate the degree of the evaluation of the educational management program in light of the academic accreditation standards in the universities of Jordan in Irbid from the point of view of the faculty members. The researchers used the descriptive analytical approach and the study sample consisted of (17) faculty members specialized in educational administration. The results showed that the degree of evaluation educational administration program in the light of academic accreditation standards from the viewpoint of faculty members was average (3.47), and a mean of (0.46) and the results showed that there were no significant in estimates of faculty members to the degree of evaluation of the educational administration program due to variables (gender, academic rank, and experience), the recommendations include working on improving the educational administration program in light of the academic accreditation standards in terms of the content and goals, study plan.

Keywords: Evaluation, Educational Administration Program, standards, Academic Accreditation, universities of Jordan.

\* ADDRESS FOR CORRESPONDENCE: Worod Maarouf Mohammad Al-Ta'ani, Jadara University P.O.Box 733, Irbid 21110, Jordan  
Email Address: [worodtaani991@gmail.com](mailto:worodtaani991@gmail.com) / Tel: 00962776437267

## 1. Introduction

In different fields of life, educational activity is currently evolving rapidly, impacting university and higher education in turn. It included an evaluation of education programs where developing and emerging countries tried to take a series of steps such as academic accreditation, which for developed countries is one of the most important and significant issues. This is because its education systems need to be strengthened and further expanded and continued in the competition of other universities. The consistency of these systems and the continuous evaluation studies have also been given consideration.

The evaluation process is a systematic, on-going and complex process involving some growth and improvement decisions. Information and data about what needs to be evaluated must also be given in order for the evaluation process to be focused on the availability of pre-defined criteria. There are two main axes in this process: measurement and decision making which include values. This means evaluating the degree to which targets are met, their proximity or distance, and the strengths and weaknesses (Al-Azawi, 2007).

There are significant and continuing improvements in the educational system. Universities and faculties agree that these shifts include the number of students graduating in school, the number of students enrolling in school and technological developments and global demands on higher education institutions. Change is inevitable, especially when an evaluation process behind this change is called accreditation in institutions of higher education. Education is under pressure as the global, growing and desperately needed demands are confronted. Accreditation in education is one of the most important and oldest processes of quality assurance because it is a quality administration and education assurance process. It is the product of verifying the performance or evaluation conditions of the institution or both. It is done at the request of every educational institution to determine its programs to comply with appropriate minimum requirements for its programs (Bernhard, 2012).

The educational evaluation is one of the most important components of any education system, because it provides a sound base which sets out what is actually found. That will lead to a continuous change of the entire educational cycle that includes education programs and courses to create new integrated and systematic evaluation concepts focusing on positive and distinguished aspects and shortcomings. This includes solving the shortcomings to achieve the objectives of the educational programs in line with reality and the standards of the academic accreditation in light of the era of information, knowledge and developments in all the life fields (Ernest, 2013).

Education faculties at universities in Jordan are constantly reviewing and evaluating their jobs, programs, priorities and policies as they know that one of their main roles is education, science research and community services, in order to provide the community and its various institutions with continuous education and educational counseling programs, to prepare distinguished students. Higher education, however, faces significant obstacles, preventing and restricting its growth and development. The adoption of imported models of education, the failure to harmonize and align higher education and the needs of national development plans as well as the failure to enforce requirements on competence and quality in the choice of administrative leaders are among the most important challenges (Majid and Al-Zeyadat, 2008).

The problem of university accreditation is one of the most important issues in all education programs at the national and the international levels, as it is the foundation for a sustainable revival in all its vocabulary in the field of education. Academic accreditation is an optional process which involves a department or college self-imitation in which non-governmental bodies evaluate their

performance. This helps them to reach global performance levels in compliance with organizations or bodies' expectations in a certain era. It is achieved by closely evaluating their programs and ensuring that they follow academic accreditation requirements and guidelines so that experts can recognize each academic department or faculties' academic and professional quality and their compliance with the international accreditation guidelines (Al-Asmari, Al-Jundi and Hassan, 2016).

Many international institutions interested in the academic accreditation of the educational programs have emerged around the world. The most important of which was the Council for the Accreditation of Educator Preparation (CAEP), which is one of the most important specialized councils in the academic accreditation of the educational programs. The CAEP began applying the standards in 2016 and it was as replacing NCATE and TEAC, which were pioneered in the academic and educational accreditation. The objectives of the CAEP focused on promoting educational research and innovation for achieving the continuous development and improvement of the educational programs. It also aimed to become a model accreditation body for all the educational institutions in the world (Al-Ghamri, 2012).

Each institution of higher education in the United States of America must obtain the recognition by an accreditation body or institution under the supervision of the U.S. Department of Education. The recognition process does not take place only once in the life of the institution, but it is a continuous process with follow-up visits and amendments. The US law activates these standards for any educational institution. These standards include: development and evaluation of the curriculum, facilities, equipment, resources and administrative and financial capabilities, the level of the success and progress in the achievement of students in light of the mission of the institution that ensures the completion of courses and tests approved, the employment rates in the specialization in the future, student support services, admission and registration, university calendar, evidence, publications, grading and media system, procedures related to the study programs, such as the length of the program, its objectives, and awarded degrees, and finally the student complaints register (Miles, 2010).

### **Problem Statement and Questions**

The faculty of education is one of the most important foundations of individual and group training and recovery. It is important to concentrate on developing and building the identities of people in all physical, mental, spiritual and psychological areas in order to evaluate the performance and continuously improve and modernize these faculties. Therefore, these faculties must operate in a common unit where they want new ideas and administration structures to be applied at all administrative levels of faculties in such a way that they ensure a kind of survival (Al-Otaibi and Al-Rabi', 2012).

Such educational programs, an integrated framework which traduces the education philosophy of society, must therefore comply with the diverse contemporary variables and innovations in order to suit the philosophy of education. Thus, the different educational aspects must be constantly and carefully evaluated and certified in order to ensure that the efforts to improve them are accomplished and the desired positive progress is accomplished (Al-Sarhan, 2013).

In view of the importance of the educational programs in general and the educational administration program in particular in raising the level of the higher education and improving its quality, and in preparing qualified human resources, which contribute to comprehensive and sustainable development, there was a need to determine the degree of the evaluation of the educational administration program in light of the standards of the academic accreditation. This is for

the purpose of developing its performance in accordance with the needs of society and its developmental requirements, which is very important as a result of the increasing use of the educational administration program, and paying attention to the quality of the education at the expense of the gender. This weakens its external efficiency. The study problem is evident through determining the degree of the evaluation of the educational administration program in light of the academic accreditation standards at the Universities of Jordan from the point of view of the faculty members. In particular, there are no recent studies conducted on the evaluation of this program at the Universities of Jordan. Specifically, this study sought to answer the following questions:

- What is the degree of the evaluation of the educational administration program in light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid?
- Are there statistically significant differences at sig. ( $\alpha \leq 0.05$ ) in the opinions of the study sample members on the degree of the evaluation of the educational administration program in light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid depending on the variables of (gender, academic rank, and professional experience)?

### **Study objectives**

The study sought to achieve the following:

- Determination, in view of international accreditation requirements, of the degree in the evaluation of the educational administration programmer; In so doing, the strengths and limitations of the educational administration system are identified and evaluated to concentrate and emphasize areas which need to be further improved and enabled according to university accreditation requirements.
- To evaluate the effects of variables in their degrees of evaluation (gender, academic rank and professional experience) from the point of view of faculty members in Universities of Jordan, in Irbid. It is meant to better explain and use the findings to guide the progress and advancement of the purpose of these programs.

### **Study Importance**

- The study importance stems from the importance of its topic, the academic accreditation. It is a significant global prerequisite for all the Jordanian faculties and universities, in particular their education programs so that their performance is checked and established in accordance with the academic accreditation standards. The goal is to increase the quality and the outcomes of the educational programs. The importance of this study is evident in:
- The results from this study will hopefully help the members of the faculty to evaluate the degree of the evaluation of the educational administration program of the Universities of Jordan to seek ways to improve the curriculum, to keep up with the changes and developments of the times and their problems, in line with societal developments and academic problems.
- Contributing among faculty members of Universities of Jordan to disseminate and encourage academic accreditation culture.

- lead to enhancement of academic quality accreditation to Universities of Jordan of the theoretical literature on the subject of the evaluation graduation of the educational administration programmer.

### Study Limitations

The study limitations are represented in:

- Objective limitations:** This study is limited to figuring out the degree of the evaluation of the educational administration program in light of the academic accreditation standards from the point of view of the faculty members.
- Human limitations:** The study was applied to the faculty members who teach the educational administration specialization in the Universities of Jordan in Irbid for the academic year 2019/2020.
- Spatial limitations:** The study was applied in the Universities of Jordan in Irbid.
- Temporal limitations:** The study was applied in the second semester of the academic year 2019/2020.

Various studies were conducted in the field of the educational administration program in light of the academic accreditation standards in the Universities of Jordan in Irbid, for instance, (Hasan and Bakkar, 2019) aimed to evaluate the degree of applying the academic accreditation standards at the Faculty of Education at Sultan Qaboos University from the point of view of the faculty staff and the graduate students. The researchers adopted the analytical, descriptive approach and the study sample consisted of (61) faculty staff members and (182) graduate students. A scale for measuring the elements of activating the academic accreditation standards. The study found that there were no statistically significant differences between the independent variables of the study "gender and profession", and the interaction between them in the answers of the members of the sample regarding the four factors that represent the most important elements to activate the outputs of the academic accreditation in the faculty. Furthermore, the statistical analyses showed four factors produced by the factor analysis that contribute to activating the outputs approved by the accreditation committee in the process of the faculty during the accreditation phase, and continuing and developing it.

(Yaksel, 2013) aimed at evaluating the academic accreditation standards in the higher education institutions in Turkey from the point of view of the graduate students. The researcher used the descriptive approach and the questionnaire to achieve the purpose of the study. The study sample consisted of (26) graduate students at Othman Ghazi University in Turkey. The content analysis was also used in dealing with data. The results showed that the graduate students consistently valued the concept of quality in accordance with the accreditation standards, and that the academic accreditation course in the higher education passed through important obstacles related to the weak accreditation standards. The researcher recommended reconsidering the accreditation standards in higher education in Turkey.

(Yung, 2010) aimed at figuring out the global competitiveness in higher education regarding the international accreditation programs and institutions, and pursuing the international academic accreditation that raises many questions in the national accreditation in standards to ensure the local and global quality. The researcher used the descriptive approach and the questionnaire to achieve the study purpose. The study sample consisted of (102) faculty members. The study concluded that the

international accreditation would form a National Taiwanese framework for the quality assurance, multiple impacts on the national institutions and accreditation agencies in Taiwan, which you can see now and increasingly feel it as well as the analysis of challenges facing the national institutions and accreditation agencies.

(Darandari, 2009) aimed at demonstrating the role played by the National Authority for the Academic Evaluation and Accreditation in Saudi Arabia, and the quality assurance processes in improving the higher education institutions in relation to women's empowerment. The researcher adopted the case study at King Saud University. The study sample consisted of 32 participants including the quality administrators and people in chief at the university. The study results indicated some differences in making decisions, leadership, powers granted and independent financing between men and women at the university, which hinder achieving the accreditation standards.

### **Study Methodology**

The study adopted the descriptive, analytical approach due to its suitability to the nature and objectives of the study.

### **Study Population**

The study population consisted of all the members of the faculty staff of the Faculty of Education in the Department of the Educational Administration at Yarmouk University and Jadara University amounting to (19) faculty members.

### **Study Sample**

The study sample consisted of (17) faculty members in the specialty of educational administration who were selected through the complete census approach; this is attributed to the limited population of the study. The researcher distributed (19) questionnaires to the faculty members at the universities where (17) questionnaires were retrieved since they were valid for the statistical analysis. Table (1) shows the distribution of the members of the study sample according to the personal variables.

### **Validity of Study Tool**

The validity of the contents (virtual validity) of the questionnaire was tested by presenting it to a group of professors who are experienced and qualified in the Department of Educational Administration and Evaluation of Universities of Jordan. This is intended to convey their views on the quality and relevance of the questionnaire 's contents with regard to the consistency of the items and the language formulation as well as its language adequacy and its association in the field to which the questionnaire belongs, as well as the introduction, modification or removal of those items which they consider are appropriate.

### **Results and Discussion**

This part presents the results of the study's statistical analysis, which aimed to determine the degree of the evaluation of the educational administration program in the light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid. This is done by answering the following questions:

**First: results related to the first question:** "What is the degree of the evaluation of the educational administration program in the light of the academic accreditation standards from the point of view of the faculty staff members of the Universities of Jordan in Irbid"?

To answer this question, the means and standard deviations of the answers of the sample members regarding the study fields and the tool as a whole were extracted. Table (1) explains this.

**Table (1)**  
Means and standard deviations of the answers of the members of the study sample for the study fields and the tool as a whole in a descending order according to the mean

Rank	Number	Field	Mean	Standard Deviation	Rating Grade
1	3	Faculty staff members	3.56	0.49	Medium
2	1	Program Specifications	3.52	0.50	Medium
3	4	Admission and Registration System	3.42	0.50	Medium
4	2	Courses	3.38	0.57	Medium
<b>Tool as a whole</b>			3.47	0.46	Medium

Table (1) showing that, from the point of view of faculty members of Universities of Jordan in Irbid, the evaluation of the educational administration system was medium, with the mean for the whole method (3.47) being medium. Table (1) indicates that the evaluation was medium. The means for the subject areas ranged (3.38-3.56) for all the elements also show in table (1). Table (1) shows The "faculty staff" field has first been graded with a mean in (3.56), the "application requirements" field was second with an average in (3.52), the "admission and registration method" area was second with a mean in the third category in (3.42), and the "courses" field finally.

This may be because the purpose, aims and tasks of the university are directly linked to the growth of the society. It will therefore play an important role in improving the university's mental image in local community by paying more attention to the academic accreditation level. It also allows the university to gain major advantages.

The researcher attributes this finding to the fact that universities are pursuing innovation in curriculum administration systems, taking into account institutional accreditation requirements. Universities are also concerned with implementing a variety of initiatives and policies involving funding, technology and expertise.

**Table (2)**  
Means and standard deviations for the answers of the members of the sample on the items of the "program Specifications" in a descending order according to the mean

Rank	Number	Item	Mean	Standard Deviation	Rating Grade
1	5	The vision of the educational administration program is in line with the university's vision and objectives	3.78	0.61	High
2	8	The topics covered by the educational administration program are clearly determined.	3.76	0.61	High
3	1	The academic programs are designed according to the targeted learning outcomes.	3.73	0.77	High
4	2	Each academic program has clear and determined specifications.	3.69	0.65	High
5	7	The objectives of the educational administration program are clear.	3.67	0.48	High
6	9	The faculty has all the equipment required by the	3.45	0.51	Medium

educational administration program.					
7	4	The mission of the educational administration program is consistent with the university's mission and objectives.	3.41	1.05	Medium
8	3	The specialties and programs implemented by the Faculty are periodically reviewed.	3.32	0.84	Medium
9	10	The Faculty has the financial allocations necessary for supporting the program.	3.27	0.77	Medium
10	6	The objectives of the educational administration program are linked to the needs of the labor market.	3.09	0.53	Medium
<b>Field "Program Specifications" as a whole</b>			<b>3.52</b>	<b>0.50</b>	<b>Medium</b>

The means of addressing the members on the things in the "system requirements" area is shown in the table (2) (3.09-3.78). Item (5) stating that "the purpose of the educational administration program is in line with the university purpose and the priorities" is median in the first ranking of (3.78) and high grades while in the final rank is a mean of (3.09) and a medium grade in item 6, which states that "The aims of the educational administration program are relevant to the requirements of the labor market." The mean was medium (3.52) for the sector as a whole.

The researchers related this to the fact that universities are more conscious that the academic qualification requirements in the system, as needed to fulfill the criteria of academic accreditation, are one of the things they need the most in achieving their strategic objectives and engage in promoting the process of academic qualification.

Table (3)  
Means and standard deviations of the answers of the members of the sample on the items of the field of "courses" in descending order according to the mean

Rank	Number	Item	Mean	Standard Deviation	Rating Grade
1	7	The courses link the science content to the world of the learner.	3.77	0.43	High
2	6	The courses are characterized by varied and comprehensive questions of the self-evaluation.	3.60	0.67	Medium
3	11	The size of the courses is proportional to the number of lectures scheduled for them.	3.58	0.67	Medium
4	8	The Study plans include requirements for the communication skills.	3.55	0.67	Medium
5	10	The courses are suitable with the needs of the student and the community.	3.45	0.67	Medium
6	9	Students are inspired by the courses to learn themselves.	3.41	0.96	Medium
7	5	The courses take into account the sequence and coherence of information.	3.36	0.90	Medium
8	12	The courses connect the theoretical and applied information.	3.33	0.65	Medium
9	13	The courses include an activity that enhances the (critical thinking, survey and analysis).	3.31	0.72	Medium
10	1	The Faculty is working to develop the content of the courses in accordance with the needs of the labor market.	3.27	0.63	Medium
11	3	The faculty's plans and programmers encourage the active participation in the community activities.	3.19	0.84	Medium
12	4	The courses are compatible with the technological developments and variables.	3.18	0.85	Medium



13	2	The Faculty contrasts what is learned with its counterpart in renowned universities in each school.	3.00	0.98	Medium
		<b>Field of the "courses" as a whole</b>	<b>3.38</b>	<b>0.57</b>	<b>Medium</b>

Table (3) shows how the means of the members of the sample on items of "courses" ranged (3.00 to 3.77) where point (3) "Courses that relate scientific material to the environment of students" was first listed with a mean of (3.7) high grade while item 2 indicated: This result can be attributed to the fact that the universities view the standards of the academic accreditation as a necessity to fundamentally change the concrete reality of these universities. Through providing the requirements of the academic accreditation, universities work on achieving a great shift in the traditional course through focusing and transmitting the knowledge.

Table (4), where element (7) claimed: "The faculty is interested in raising the science efficiency (published research) of its faculty members," was first rated in average (3.87) and a High Scale (SD). It was stated in Table (4) that methods were available to react to study-samples from (3.09 to 3.87). Article 2 states:

The Faculty was ranked in the final place on the basis of a mean (3.09) and medium degree, "to achieve proportionality between the number of students and faculty members." The total mean was medium (3.56) for the entire sector. The fact that the universities studied intend to develop the knowledge and skills of their faculty members through training courses and workshops to enhance the standard of education services can be attributed to this.

The researcher also credits this finding by inspiring universities to pursue scientific study. This helps change his / her personality with regard to thought, behavior and discipline and thus leads to the explicit generation of knowledge through fundamental and applied research which enables the university to respond to cognitive demands based on recent data.

Table (5)  
Means and standard deviations for the answers of the members of the sample on the items of the field "Admission and Registration System" in a descending order according to the mean

Rank	Number	Item	Mean	Standard Deviation	Rating Grade
1	7	There is a sufficiency as well as experience for the authorities responsible for the registration procedure.	3.82	0.73	High
2	1	The admission and registration rules are announced for students in various means of media.	3.77	0.75	High
3	5	The rules of competition are conducted for the students applying for study according to adopted standards.	3.64	0.85	Medium
4	2	There are specific and declared rules for the distribution of students to the appropriate specializations.	3.59	0.50	Medium
5	6	The faculty takes care of the safety and accuracy of the student records.	3.50	0.91	Medium

6	3	The commitment to coordination and acceptance is conducted according to the plan adopted by the Supreme Council for Higher Education and Scientific Research.	3.24	0.81	Medium
7	8	Clear instructions are directly written to the students' behavior in the registration form.	3.22	1.15	Medium
8	4	The admission policy is proportional to the capacity of the specialization.	3.18	0.59	Medium
9	9	The Faculty provides adequate facilities to ensure the privacy and facilitate the quiet study for the students in the student accommodations.	2.82	1.05	Medium
Field " Admission and Registration System" as a whole			3.42	0.50	Medium

The mean for the study sample's response members on the items of "admittance and registry" filed (2.82-3.82) is shown in Table (5). Item (7) which reads: "the authorities responsible for the registration process have both a degree of sufficiency and a degree of experience" was first rated by a median of (3.82). However, element 9 says:"the faculty provides adequate facilities to ensure the privacy and facilitate the quiet study for the students in the student accommodations" was ranked final by a mean of (2.82) and a medium rating degree. The mean for the field as a whole was (3.42) by a medium degree. This result can be explained by the fact that the universities are aware of the importance of the admission and registration system, as practicing the tasks of registration requires full knowledge of what these functions are and their degree of integration. This will result in comparing between what outcomes were accomplished and the tasks they are responsible for so that they will be dealt with later on.

Second: results related to the second question: Are there statistically significant differences at sig. ( $\alpha \leq 0.05$ ) in the opinions of the members of the study sample on the degree of evaluating the educational administration program in the light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid depending on the variables of (gender, academic rank, and professional experience)?

To answer this question, the means and standard deviations of the answers of the study sample on the tool as a whole were extracted according to the variables of (gender, academic rank, and professional experience). Furthermore, the Independent Samples T-Test was applied to the study tool according to the variables of (gender and professional experience), as well as the (ANOVA) on the study tool according to the variable (academic rank). Here are the results:

Table (6)

Applying (Independent Samples T-Test) to the study tool according to the variables of (gender, degree, and experience).

Variable	level	Mean	Standard deviation	T	statistical significance
Gender	male	3.54	0.45	0.80	0.44
	female	3.38	0.48		
Professional experience	Less than 10 years	3.67	0.48	0.77	0.45
	More than 10 years	3.23	0.31		

Table (6) shows that there are no statistically significant differences at sig. ( $\alpha \leq 0.05$ ) in the opinions of the members of the study sample regarding the degree of the evaluation of the educational administration program in the light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid according to variables of (gender and professional experience). All the t values were not statistically significant.

Table (7)

Results of applying the ANOVA on the study tool according to the variable of (academic rank)

Rank	Mean	Standard deviation	F	statistical significance
Assistant Professor	3.55	0.54		
Associate Professor	3.55	0.40	2.01	0.16
Professor	3.00	0.25		

Table (7) shows that there are no statistically significant differences at sig. ( $\alpha \leq 0.05$ ) in the opinions of the study sample members on the degree of the evaluation of the educational administration program in the light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid according to the variable of the (academic rank), where the value of (F) was (2.01), which is not statistically significant.

From the above, it is evident that there are no statistically significant differences at sig. ( $\alpha \leq 0.05$ ) in the opinions of the study sample members on the degree of the evaluation of the educational administration program in light of the academic accreditation standards from the point of view of the faculty members of the Universities of Jordan in Irbid according to the variables of (gender, academic rank, and professional experience). This is attributed to the fact that all the faculty members evaluated the program in the same period of time, and that they are in the same educational environment studying the same courses.

#### Recommendations:

In light of the results of the study, the researchers recommend:

- 1- Working on improving the school courses in line with the technological developments and changes.
- 2- Working on controlling the education quality and developing its level to meet the local, regional and global needs of the market.
- 3- Working on developing the educational administration program in light of the academic accreditation standards in terms of the program content and objectives, study plan, teaching methods and research services and facilities.
- 4- Working on providing adequate financial allocations to support the educational administration program, and organize their expenses mechanisms.

## References

- Al-Asmari, A., Al-Jundi, A. & Hassan, M. (2016). Obstacles for the preparation of the academic accreditation by the faculty of Education in Saudi Arabia: a field study. *Journal of Reading and Knowledge: Ain Shams University- Egyptian Society for Reading and Knowledge*, P.180, 1-35. DOI.751816.
- Al-Azawi, R. (2007). *Al-Manhal in educational sciences: Measurement and Evaluation in the academic process*, Amman, Jordan:Dajla house of publication. <https://store.almanhal.com/5824.html>
- Al-Otaibi, M. & Al-Rabie, A.. (2012). Evaluation of the programs of the Faculty of Education at Najran University in light of NCATE standards. *Specialized International Journal of Education*, 1(9): 559-586. DOI: 10.12816/0002893.
- Al-Sarhan, A. (2013). The impact of the application of the academic accreditation standards on marketing the educational outcomes in the Saudi universities. *The Arab Journal of Quality Assurance of the University Education*, p.13: 3-17. DOI. 444484.
- Bernhard, Andrea. (2012). *Quality Assurance in an International Higher Education Area "A Case Study Approach*. Wiesbaden: VS- Verl. Fur Sozialwiss" (1 Ed). Austria: University of Klagenfurt. DOI 10.1007/978\_3\_531\_94298\_8\_1.
- House, E. R. (2013). Evaluation's conflicted future. *The Future of Evaluation in Society: A Tribute to Michael Scriven*. *Evaluation and Society*. Huber, GP, Van de Ven, AH eds.(1995) *Longitudinal field research methods: studying processes of organizational change*. Thousand Oaks: Sage Publications.
- Majid, S. & Al-Zeyadat, M. (2008). *Quality and academic accreditation of the public and university education institutions*. Amman: Al-Safaa house of publication and Distribution. ISBN9789957242824.
- Miles, M. D. (2010). *Development of an Accreditation Evaluation Survey Using the Higher Learning Commissions Five Criteria for Accreditation of Higher Education Institutions*. This Document Was Retrieved from DOI. 3427802.
- Hassan, A., & Bakkar, B. (2019). Degree of applying the academic accreditation standards at the Faculty of Education at Sultan Qaboos University from the point of view of the faculty staff members and the graduate students. *Journal of the Union of Arab Universities for Education and Psychology*, 17(2): 121-144. <http://search.shamaa.org/FullRecord?ID=255577>.
- Darandari, Z. (2009). Quality Assurance as an Empowerment Toll for Women: A Case form Saudi Arabia, *Paper presented at the annual meeting of the International Network for Quality Assurance Agencies in Higher Education*, Abu Dhabi, United Arab Emirates. Retrived from <https://www.inqaah.org/events/inqaah-conference-2009-abu-dhabi-united-arab-emirates>.
- Yaskel, I. (2013). Graduate Students Perception of Standard & Accreditation in Higher Education in Turkey: A Qualitative Analysis. *The Qualitative Report*, (18), Article 75, 1- 14. <https://eric.ed.gov/?id=EJ1043523>.
- Yung, A. (2010). Quality assurance at a distance: international accreditation in Taiwan higher education, *Taiwan Springer Science and Business Media B.V.*, P 179- 191. <https://link.springer.com/article/10.1007%2Fs10734-010-9331-9>.