



The Impact Of Applying Measurement And Evaluation On Enhancing The Quality Of University Education Outputs

An Empirical Study On Faculties Of Science, And Arts And Society At King Khalid University Within The Period 2019-2022

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ABSTRACT

The study dealt with the effect of applying measurement and evaluation on enhancing the quality of education outputs at King Khalid University by applying it to the Faculties of Science, Arts and Society with the brightest men. The importance of the study stems as an attempt to contribute to the development and application of measurement and evaluation properly and its role in enhancing the quality of learning outcomes in order to achieve better results at the lowest costs and to save effort and time And spreading the culture and knowledge of those in charge of education in this field. The study aims to know the extent of the application of measurement and evaluation in the university to raise the efficiency and skill of the university professor to improve the quality of education. The study problem focused on the following questions: 2. Is there an application for measurement, evaluation and improvement of the educational process 2. Is training and skills development that are capable of correct application in methods and means And scientific tools for measuring and evaluating learning outcomes to raise the efficiency of academic performance 3. Are the results of measurement and evaluation a good tool for judging at the program and institutional level and the extent to which the mission and goals of university education are achieved 4. Are there specific standards and models for measurement and evaluation at the university? To solve these problems, the researcher relied on the following hypotheses through the problems presented, including: 1. Is there a good application of measurement and evaluation that enhances the quality of learning outcomes in the university. Training and developing skills for the optimal use of methods and means improves the evaluation of academic performance and raises the efficiency of the teaching staff to test those hypotheses. By collecting primary data through the questionnaire and distributing it to the sample of the study, and after analyzing that data, the study reached several results, the most important of which are: 1/ There is a relatively general application of measurement and evaluation systems, and there is clear evidence for the application standards and the concept of measurement and performance evaluation well in order to achieve its objectives. 2/ The results of measurement and evaluation are considered a good judgment tool that can be relied upon in verifying the quality of curricula and programs in accordance with the mission and objectives of the university. 3/ There is a relative interest in training in the optimal application of measurement and evaluation and the development of the capabilities of teaching members to achieve the quality of education outcomes. Based on these results, the researcher makes several recommendations, the most important of which are: 1 / The need for higher leaders to adopt the application of measurement and evaluation systems in Saudi universities, and to employ them in all their administrative and academic activities to achieve the 2030 vision. 2 / Increase awareness and knowledge of applying the measurement and evaluation system to achieve continuity of

application and improve educational outcomes. 3 / Increase training courses and fully qualify faculty members to raise their level Scientific and professional to meet the needs of the labor market. And work to solve all the problems that obstruct the progress of the measurement and evaluation process, improve the outcomes of the educational process, and face the difficulties and obstacles to the quality of education.

Key words: Measurement & Evaluation -University Education Quality – Educational Outcomes

Chapter One: Study Methodology Study Introduction

Measurement is considered an essential pillar, and an element of the educational process in general, and the teaching process in particular. The teacher in his college cannot play his basic role as an assessor without the availability of the minimum basic information and skills in the field of measurement and evaluation in general. Therefore, the decision makers in training and qualifying professors in universities are clearly interested in that through programs directed for this purpose. Due to the need of higher education institutions to develop the measurement and evaluation system in them, whether at the level of evaluating student performance, or Evaluation of academic courses, academic programs, or evaluation of university performance in general, King Khalid University has established the Measurement and

Evaluation Center, which was activated by recommendation on 2/3/1438, affiliated with the University's Vice Deanship for Development and Quality, which aims to “develop academic performance”, “improve the educational process”, “provide high-quality teaching and learning”, and provide the necessary information to decision-makers to implement the necessary development programs, achieve quality standards in the “inputs, processes and outputs” of the educational process, and carry out corrective procedures and the extent to which the university's objectives are achieved in meeting the requirements of the work market and society. Measurement and evaluation were actually applied with specific standards and unified models in the second semester of the academic year 1438-1439, under the guidance of His Excellency the President of the University in order to avoid errors resulting from the difference and variation of the method of measurement and evaluation and its results, which affects the evaluation of the final performance of the programs and the extent to which the university achieves its mission and objectives

Study problem :

Despite the developmental transformations and the great interest in the importance of measurement and evaluation as a means to know the extent to which the goals have been achieved and the level of actual performance, there are some deficiencies in the knowledge and skills necessary for faculty members and full conviction in the application of the measurement and evaluation process and evaluation of learning outcomes, which affects the progress of the educational process, as well as insufficient training in developing tools and methods of measurement and evaluation, and how to formulate education outcomes. Due to the full dependence of the university administration on the results of measurement and evaluation in making decisions to know the level of performance and the success of its programs and the achievement of its goals. The problem of the study arises by answering the following questions :

- To what extent is the process of measurement, evaluation and development of learning outcomes applied in the college?
- What is the extent of familiarity with the concepts of measurement and evaluation and the quality of education outcomes ?
- Is there adequate training and qualification for faculty members, and the spirit of effective participation between the level of departments administration and members ?

Importance of the study :

The main importance of the study is evolved from the role of measurement and evaluation in providing real information for decision-making to develop programs and achieve the objectives of the college and then the university which helps in developing and improving learning outcomes to achieve academic standards by comparing the actual performance with the target performance in accordance with the National Qualifications

:Framework. From here the study can achieve the following.

- Spreading the culture of measurement, evaluation and persuasion by the college administration and teaching staff
- Highlighting the reality of applying measurement and evaluation to enhance the quality of education outcomes.
- Identify the shortcomings and weaknesses in the progress of the learning process through training and the results of measurement and evaluation and work to improve and develop the educational process

- Directing leaders to acquire scientific and professional skills and participate in the optimal measurement and evaluation to raise the level of institutional performance application of

The study aims to :

- Enhancing and improving the educational outcomes of academic programs, by applying the measurement and evaluation process to achieve academic accreditation standards, ensuring the suitability of scientific and skill programs for graduates, and measuring learning outcomes
- Full knowledge of the concepts of measurement, evaluation and learning outcomes in higher education institutions
- Knowing the extent to which measurement and evaluation is applied in the college, which helps to develop higher education outcomes
- Knowing the factors that affect the application of measurement and evaluation, which affects the quality of the educational process
- Knowing the extent to which faculty members are trained and possess the skill of measurement, evaluation and learning outcomes
- Developing the skill of administrative leaders to be able to innovate and make decisions to reduce the problems facing the educational process and institutional performance to keep pace with the requirements of the labor market and provide a distinguished service to the community .

Hypotheses of the study :

Main hypothesis: There is a statistically significant correlation between the extent of application of optimal measurement and evaluation and enhancing the quality of education outputs to raise the efficiency of performance

- There is a statistically significant correlation between the results of accurate measurement and evaluation and verification of the quality of curricula and programs according to the mission and objectives of the university
- There is a statistically significant correlation between the great interest in training on the optimal application of measurement and evaluation and the development of the capabilities of faculty members to achieve high quality of education outcomes
- There is a statistically significant correlation between the participation of leaders and departments in the college in the process of measurement and evaluation and meeting the needs of the labor market and .community service

The study relied on the **comprehensive scientific method** to collect scientific facts related to the objectives and hypotheses of the study, including:

- The historical method presents some previous studies in this field
- The deductive approach in identifying and observing the nature of the problem
- Inductive approach in formulating research hypotheses
- The descriptive and analytical approach in the case study "SPSS" .

Sources of information collection :

A/ Primary Sources:

King Khalid University Statistical Data for the Year 2019", Questionnaire and Notes .

B/ Secondary Sources :

Books, references, periodicals, journals and working papers presented in conferences, seminars, studies and previous research related to the subject.

World Wide Web (Internet) .

Limitations of the study :

- Human limits: Faculty members
- Spatial boundaries: Rijal Almaa Girls College - King Khalid University
- Time limits: 2019-2022

Study population:

Faculties of Science, Arts and Society for Girls in Rijal Almaa (King Khalid University)

Study sample :

A categorical sample was selected study.

Previous studies :

from (faculty teaching staff) as a targeted group that serves the objectives of the

1-)2000(Study of Tishori

,About " Evaluation and Measurement in Modern Management human Development. Measurement and evaluation have become part of modern management, where it is not possible to evaluate teaching or administrative staff only by measurement and evaluation, and it is necessary to measure the performance of the university administration in order to know the possibility of implementing the plans that it puts , and it is necessary to link measurement and evaluation , directly to the objectives of the administration and confirm the continuity of the evaluation to cover all functions and the use of all tools

2-)2012(Study of Talal Faraj Youssef Kilano

The study dealt with the use of measurement and evaluation methods and their role in ensuring the quality of university education, and the importance of the study came in achieving the educational goals, which is the application of measurement and evaluation methods (exams) and their use in improving the outputs of university education. The researcher focused on the development of exams only as one of the widespread educational means and a means of diagnosis, treatment and clarity of vision in the curriculum. While the study dealt with the application of measurement .and evaluation in general of means, tools, methods and training for workers in university education

3- The study of Özdemir (2013):

It aimed to search for teaching competencies of the basic stage teacher and the training needs on alternative measurement and evaluation tools during service, this study followed the descriptive method has included the sample of the study included 337 teachers from the basic stage working in 15 basic public schools and 3 private basic schools, 152 of the sample were teachers in class and 185 were teachers of specialization for stage 48.7% basic women and 51.3 ,% Of the sample they were males. The data was collected using a questionnaire tool prepared by the researcher, and the data was then analyzed using mathematical means such as frequency, ratio, etc . ANOVA was used to determine whether there was a significant difference also depending on the age of teachers in education. This study showed that teachers have low proficiency levels in some different assessment tools and need to be trained on them. Therefore, there should in-service training on the quality and value of measurement and evaluation should be carried out according to the constructivist approach to education and the use of different assessment and measurement tools.
.Learning resources

4=)2018(Study of Ahmed Salim Masoudi

The research aimed to determine the competencies of measurement and evaluation of the general education teacher in Tabuk according to international standards in light of some variables. Two tools were built: a questionnaire to detect the extent to which female teachers are aware of the competencies of measurement and evaluation, and applied to (357) teachers in the city of Tabuk, and a note card to detect the extent to which teachers practice measurement competencies, and applied to (60) teachers to whom the questionnaire tool was previously applied both (SPSS, AMOS) for data analysis. The most important results are: a high degree of availability of the parameter's perception of each of the scale criteria in general, while the observation card had a medium degree of availability, except for the "adequacy of interpretation of the results of the measurement and evaluation process" was a small degree. The results also indicated that there were no statistically significant differences in the teacher's perception of the competencies of measurement and evaluation attributed to experience or specialization and the number of training courses, and also that there were no statistically significant differences in the averages of the degree to which the teacher practiced the competencies of measurement and evaluation attributed to specialization, while indicating that there are differences due to both experience and the number of courses. The most prominent recommendations were to take advantage of the list of skills contained in this research as a frame of reference that helps the teacher in self-evaluation of her efficiency in measurement and evaluation [ABSTRACT F.

5- Study of Abdul Rahim Muhammad Abdul Rahim)2019)

The main philosophy of the measurement process is that what can be measured can be managed. The measurement process is one of one of the difficult processes in management, and the difficulties in the measurement process increase when it is in the field of government services, and in order to achieve the efficiency of measurement, it is necessary to have a clear plan and specific goals that can be put into practice. The problem facing organizations is not in the formulation of the strategy, but in the implementation process, and the biggest challenge The problem of evaluation is made more difficult in government institutions as a

result of poor coordination between agencies. In addition, there are many institutions that lack the concept of public satisfaction, despite its importance in achieving the success of institutions in the country and achieving sustainable development. Hence, the research focused on diagnosing the current situation, determining the stages of preparing the strategic map, and developing a proposed methodology to achieve balance and alignment in government institutions, by directing the efforts of all employees in the institution towards its goals, teamwork, aligning the objectives of the institution with the objectives of employees, integration between strategic objectives and operational objectives, and the best use of available resources, in order to achieve the objectives of institutions, and achieve public satisfaction expressed in the extent of satisfaction The public for all goods and services provided by state institutions. The research recommends the importance of following the proposed vision in the research.

Chapter Three : Theoretical Framework

Keywords of the study:

Study variables:

Measurement :

Determining numbers of qualities or characteristics in accordance with the laws. Laws mean an organized and specific criterion that we rely on to determine the number (Allam, 2006) or is the process of collecting information about student achievement, and its aim is to determine what the student has already achieved according to the agreed standards (Al-Kilani et al., 2008).

Evaluation:

It is the process of issuing judgments based on measurement information in order to know the actual and target situation and the example of tests, which is a means of evaluation. It is a statement of the value of the student's achievement or the extent to which he achieves certain educational goals. (Kilani et al., 2009) Measurement & Evaluation Various efforts made by the person to know what he has accomplished from the work and what is left of it to be accomplished, compared to what he did and what he should do to reach the best results (Allam, 2006) As for evaluation, it is the processes by which it recognizes the extent to which educational goals have been achieved for a certain period of time or a certain educational climate, so it recognizes what has been achieved and what has not been achieved.

University Education Quality

The quality of educational services at the university in determining academic achievement Results, followed by the design of curricula capable of achieving results with the need to achieve quality assurance in the light of specific indicators and standards, such as achievement tests. (Massy, 2003:32)

Learning Outcomes: Outcomes

Statements that describe what a student is expected to know or be able to do after completing a course study are called intended learning outcomes.

The first topic: Measurement and evaluation

Evaluation and evaluation The definitions of evaluation and evaluation differed in different educational schools and evolved with the development of modern curricula, and evaluation is determined in the linguistic origin in two points: . Determine a value, whether this value is material and moral.

The evaluation is defined as a judgment that has an importance so that it is based on measurement and linking between different measurements and facts of importance.

Evaluation is the processes by which it recognizes the extent to which educational goals have been achieved for a certain period of time or a certain educational climate, so it recognizes what has been achieved and what has not been achieved. Thus, we can say that:

- Fail - evaluation is to make a judgment on a person or group of people such as (successful - superior - good) without exposure to the reasons that led to failure, for example, while evaluation is an educational process aimed at issuing a quantitative or qualitative judgment about the profitability of the educational process in light of the objectives set for it,

It is clear from this definition that two essential things are important: that evaluation is an integral part of the educational process aimed at judging the outputs of the educational process and the adequacy of students in academic achievement. The goal of the calendar is continuous improvement and renewal.

The importance of measurement:

- Learner's correction
- Identify the strengths and weaknesses of the learner, the educational program, or training methods and methods
- Directing the educational process
- Directing the elements of the educational process to the best and optimal
- Identify the extent to which the learner understands the curriculum
- Ability to make the right decisions

Measurement features:

Criterion Referenced Measurement

Normal Referenced Measurement (Allam, 2006) and (Al-Kilani, 2009)

Factors affecting measurement, most notably

- 1- Error in the tool or means
- 2- Error caused by instability of the assay property (remembering intelligence)
- 3- The error caused by the measurement
- 4- Error due to lack of experience and training in measurement
- 5- Type of scale and unit of measurement and their relationship to the phenomenon (there are more accurate metrics)

Measurement Objectives:)Allam, 2006)

- Identify the personal, psychological and mental characteristics of a human being and classify them to reach the laws that govern our behavior and mental abilities
- Obtaining specific information that benefits the community
- Determine the levels of people in certain traits and classify them gently for the appropriate field (education)
- Disclosure of the effectiveness of the administrative apparatus and ensure the correctness of decisions
- Getting to know the scientific level of students
- Diagnosis of the educational process and its problems and obstacles at all levels.
- Determining performance levels Elements of the educational process
- Collect educational indicators about the educational system comprehensively to assist in planning and developing continuous improvement programs
- Provide feedback that contributes to improving the level of all elements, processes and outcomes of the educational process

Types of Evaluation

1-Diagnostic Evaluation It is an educational method based on collecting data on the educational level of students so that the teacher can identify the strengths and weaknesses of his students and be able to organize classroom activities that suit their educational needs.

2- Formative evaluation

The teacher can benefit from this evaluation and analyze the causes of the gaps and work to solve them either by going back or modifying them. Through the definition, we find that The evaluation process is inherent in the learning and teaching processes

- The evaluation process depends on educational competencies

- A corrective diagnostic process aimed at identifying and addressing weaknesses..It is characterized by not judging the learner during his learning .

3- Final or Reporting Evaluation

However, the formative assessment provides students and teachers with information about how they are performing during the work on the project .Students also need how they performed during the project. Examples in our schools and educational institutions are exams that deal with various subjects at the end of each semester, the high school exam and the general exam for colleges

Steps to Evaluation:)Saleh Al-Haila, 1999(

- Determine the degree of the property to be evaluated (measure accurately)
- Comparison of the measurement output to the agreed value (with a specific standard)
- Determine how close or far a property is from the agreed value
- Issuing a judgment or decision on the property

:The second topic: The quality of learning outcomes

University Education Quality

The quality of educational services at the university in determining academic achievements results followed by the design of curricula capable of achieving results with the need to achieve quality assurance in the light of specific indicators and standards, such as achievement tests (Massy, 2003:32)

What are the learning outcomes

They are the phrases that describe what the student is expected to know or be able to do after completing the course study called the intended learning outcomes, and thus they describe the expected achievement of students in terms of

.knowledge and skills as a result of the educational processor or an accurate, clear and specific description of the student's desired learning outcome that is observable and measurable.

Learning outcomes can be identified in several areas within the educational process, which is the cognitive, skill and emotional field.

Good output characteristics

- 1- Determine the level and criterion of the required knowledge or skill
- 2- Includes conditions that must be provided to clarify knowledge, skill and abilities
- 3- Specific verb
- 4- Measurable
- 5- Can be measured with more than one instrument

Learning outcomes

It is all the knowledge, skills, attitudes and values acquired by the learner as a result of passing through a certain educational experience or studying a certain curriculum. It can be said that the learning outcomes are the objectives of the study material after it is achieved, in addition to what the educational institution and the teacher planned to acquire for learners of knowledge, skills and values, using various sources of knowledge.

The importance of determining learning outcomes

- An effective way to review course content.
- An effective way to determine appropriate assessment methods.
- Allows teachers to evaluate the effectiveness of their teaching: Have the intended outputs been achieved?
- Facilitates the transition from teaching to learning, i.e. focusing on the learner instead of the teacher, i.e. what the learner is expected to be able to do and not what the teacher is able to do.
- Students clearly know what they are expected to learn from this course and how their learning process will be evaluated.
- Gives students an opportunity to take greater responsibility in the process of their self-learning when they know what they are expected to be able to do and the level they are expected to reach.

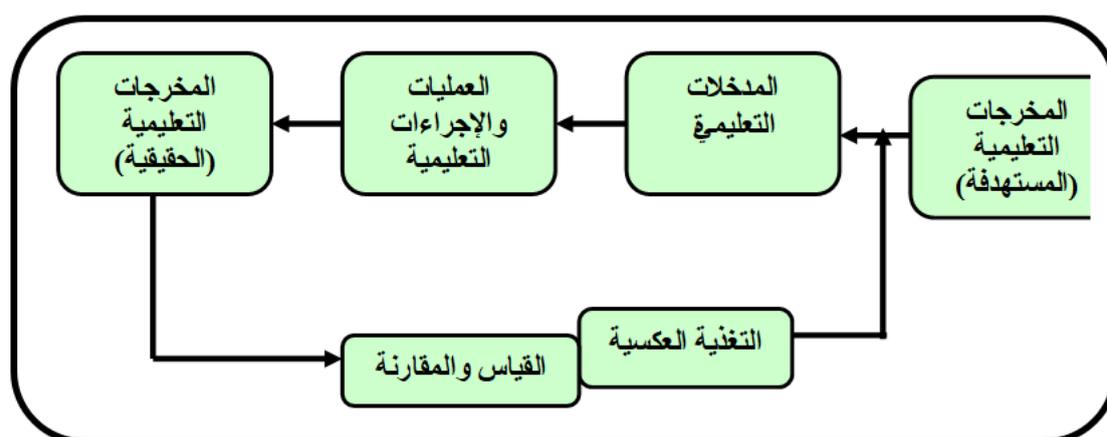
Course Learning Outcomes Measurement Plan

1. Output Selection
2. Measurement (determination of measurement methods)
3. Evaluation (deliverables)
4. Designing an improvement plan (how to address weakness?)
5. Implementation of the improvement plan (implementation)

Example: Measuring the output using a performance indicator

1. Learning Outcome: From Assessment
2. Students evaluate themselves in this skill (self).
3. Questions in the final exams of a course
4. Target Level: 70% of students receive an 80% grade or higher in each question

Figure (3) Components of the modern educational process system



Source: Al-Hamali, Rashid bin Mohammed, 2008 "Total Quality Standards in Arab Higher Education Institutions – King Saud University".

Table (2) Elements of the outputs of the educational process

| Elements of the outputs of the educational process | t | Elements of the outputs of the educational process | t |
|--|-----|---|-----|
| Scientific Projects | -11 | Cultural Exchange | -1 |
| Research Contracts | -12 | Authorship and translation of books | 2- |
| Scientific Consulting | -13 | Research | -3 |
| Art and scientific exhibitions | -14 | Patent | -4 |
| Training programs for community institutions | -15 | Arab and International Scientific Awards | -5 |
| Scientific promotions | 16- | Conferences and seminars outside the institution | -6 |
| The qualitative level of graduates | 17- | Research Grants and Fellowships | 7- |
| Percentage of graduates with employment | 18- | Conferences, seminars and workshops implemented within the institution | 8- |
| Cultural Magazines | 19- | Scientific Committees of State Institutions | 9- |
| | - | The reputation of the institution and the satisfaction of the beneficiary | 10- |

Source: Al-Hajj et al., 2008, "Guide to Quality Assurance and Accreditation for Arab Universities Members of the Union", Amman, p 36

Chapter Four

Field Study Procedures

First: About the study area

1 / Community College for Girls at Rijal Almaa

It arose in 1428 AH after the issuance of the royal approval of the decision of the Higher Education Council No. 20/46/1428 dated 21/11/1428 AH, and the study began its tasks at the beginning of the first semester of the academic year 1429 AH-1430 AH and the specialization of information systems was started. The college currently offers specialized programs in information systems and accounting, and the college grants a diploma degree in the previous disciplines and applies to the college all the rules and executive regulations in force at King Khalid University.

2 / College of Science and Arts for Girls at RIJAL ALMAA

The College of Science and Arts was established in Rijal Almaa Governorate - King Khalid University in 1433-1434 AH and began the study with 150 students in the disciplines of: information systems, computer science, and English language.

The college grants a bachelor's degree to its students and applies to the college all the rules and executive regulations in force at King Khalid University.

Second: Steps of the field study

-Test the validity of the questionnaire

All paragraphs were arbitrated by a number of competent arbitrators and their directives were worked on from deleting and adding

The researcher calculated the stability coefficient of each criterion and the total stability of all study areas by (Alfakronbach) and the half-fractionation by (Spearman-Brown) coefficient on the survey sample.

| | |
|-------------------------|-------------|
| Cronbach's Alpha | |
| .827 | |
| Split-Half | .909 |

It is clear from the above table that the total stability of the statements according to the value of the Vaconbach coefficient as a whole (0.82), and that the total stability coefficient according to Spearman Brown was high, reaching .we note in all ways the result of the total stability was high ,(0.90)

This section deals with discussing the results of the applied study, explaining the study measurement tools, the methodology of conducting the field study and how to implement it, a description of the study population and sample, evaluation of measurement tools to ensure their validity, in addition to the statistical methods under which the data were analyzed and the study hypotheses tested. The following is a presentation of the steps to implement the field study as follows:

Table(3) Frequency Distribution of Study Sample

| Total | Refund | Received | General Courses Section | Department of English Language | Department of Computer Science | Department of Information Systems | Accounting Department | society |
|-------|--------|----------|-------------------------|--------------------------------|--------------------------------|-----------------------------------|-----------------------|-----------------|
| 35 | 4 | 31 | 5 | 14 | 5 | 7 | 9 | Faculty Members |

Source: Prepared by the researcher from the data of the questionnaire 2019

It is clear from the table that all the sample was taken due to its small size, and the researcher distributed (35) questionnaires to faculty members, and (4) questionnaires were retrieved and (31) questionnaires were analyzed by (88.6%). The majority of the members were from the English department

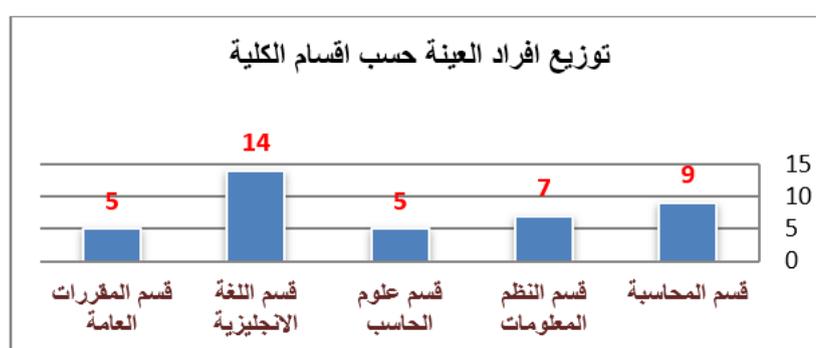


Table (5-2): The distribution of the study sample by degree is shown:

| Percentage | Iteration | Statement |
|------------|-----------|--------------------|
| 25.8% | 8 | Teaching assistant |
| 38.7% | 12 | lecturer |
| 29% | 9 | A. Assistant |
| 0 | 0 | A. Participant |
| 6.4% | 2 | professor |
| 100% | 31 | Total |

Source: Prepared by the researcher from the questionnaire data 2019

It is clear from the table that the majority were lecturers by 38.7%, demonstrator by 25.8%, assistant professor by 29% and the lowest percentage of professor by 6.4%

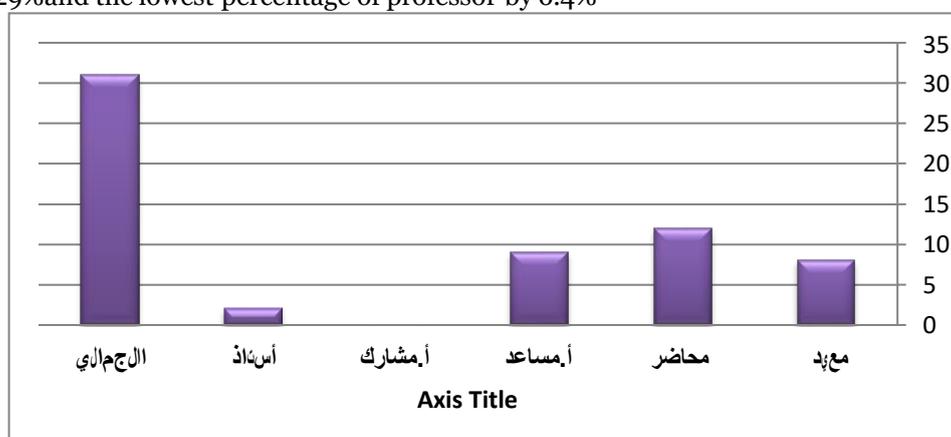
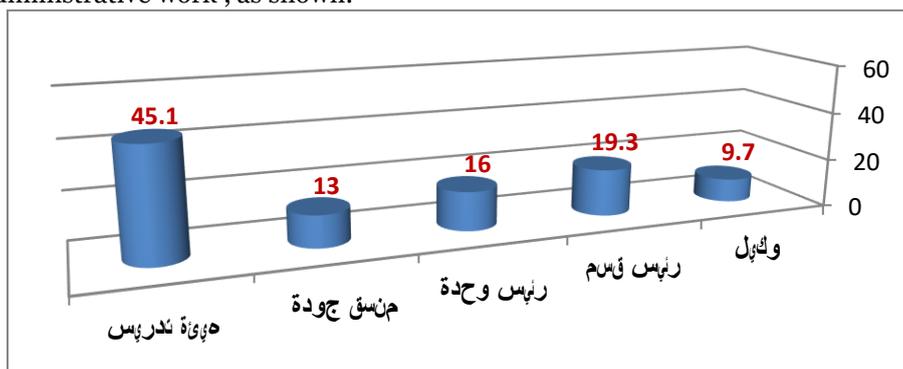


Table (5-2): The distribution of the study sample by current job is shown

| Percentage | Iteration | Statement |
|------------|-----------|---------------------|
| 9.7 | 3 | agent |
| 19.3 | 6 | Head of Department |
| 16 | 5 | Head Unit |
| 13 | 4 | Quality Coordinator |
| 45.1 | 14 | Faculty |
| 100% | 31 | Total |

Source: Prepared by the researcher from the questionnaire data 2019

It is clear from the table that the majority of faculty members by 45.1% and the rest of the members have various other administrative work , as shown.



The second topic:

Analysis and discussion of results:

This study discusses the results of the applied study, explaining the study measurement tools, the methodology of conducting the field study and how to implement it, a description of the population and sample of the study and the statistical methods according to which the data were analyzed and the hypotheses of the study were tested. The following are the steps for implementing the field study as follows:

Table No. (1)

Analysis of the statements of the first hypothesis: «The application of optimal measurement and evaluation leads to enhancing the quality of the educational process»

| GENERAL DIRECTION | ORDER | STANDARD DEVIATION | WEIGHTED AVERAGE | STRONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | QUESTIONS WITH THE FIRST HYPOTHESIS THE APPLICATION |
|-------------------|-------|--------------------|------------------|-------------------|----------|---------|--------|----------------|--|
| | | | | Number | Number | Number | Number | Count | |
| | | | | % | % | % | % | % | |
| Consent | 2 | 1.10 | 3.68 | 1 | 5 | 4 | 14 | 7 | There is a dissemination of the culture of -1 measurement and evaluation among the members of the college to implement its programs successfully |
| | | | | 3.2% | 16.1 | 12.9% | 45.2% | 22.6% | |
| Consent | 3 | 1.01 | 3.65 | 1 | 4 | 5 | 16 | 5 | 2- There are strategies for the application of measurement and evaluation enhance the quality of its outputs |
| | | | | 3.2% | 12.9% | 16.1% | 51.6% | 16.1% | |
| Consent | 1 | 1.09 | 3.71 | 2 | 2 | 4 | 18 | 5 | 3- There is an organized and specific |

| | | | | | | | | | |
|---------|------|------|------|---------------------------------|------|-------|-------|-------|--|
| | | | | 6.5% | 6.5% | 12.9% | 58.1% | 16.1% | standard for the application of measurement and evaluation systems to ensure the quality of performance. |
| Consent | 4 | 1.26 | 3.55 | 3 | 3 | 7 | 10 | 8 | 4- The lack of a clear and unified standard and model for the application of measurement and evaluation systems is a major obstacle in evaluating and developing the educational process |
| | | | | 9.7% | 9.7% | 22.6% | 32.3% | 25.8% | |
| Consent | 3.65 | | | Average of the first hypothesis | | | | | |

Table (4) shows the following:

1. The majority of the sample members agree to spread the culture of measurement and evaluation among the members of the college to implement its programs successfully. Where their percentage reached (67.8) %, while the percentage of those who disagreed with that was (19.3)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
2. The majority of respondents agree that there are clear plans and strategies for the application of measurement. Where their percentage reached (74) % while the percentage of those who disagreed with that was (16.1)%. As for the sample members who did not give specific answers, their percentage was (16.1)%.
3. The majority of the sample members agree that there is an organized and specific standard for the application of measurement and evaluation systems to ensure the quality of performance... Where their percentage reached (74.2) %, while the percentage of those who disagreed with that was (13)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
4. The majority of respondents agree that the lack of a clear standard and model for the application of measurement and evaluation systems is a major obstacle in evaluating the educational process. Where their percentage reached (58.1)%, while the percentage of those who disagreed with that was (19.4)%. As for the sample members who did not give specific answers, their percentage was (22.6)%.

It is clear from this that:

All statements that express the axis (the first hypothesis) are more than the hypothetical mean (3). Where it is 3.65 and this result indicates the approval of the sample members on all the statements of the axis of the first hypothesis.

Table No. (2)

Analysis of the second hypothesis: accurate measurement and evaluation results lead to verification of the quality of curricula and programs according to For the mission and objectives of the university.

| GENERAL DIRECTION | ORDER | STANDARD DEVIATION | WEIGHTED AVERAGE | STONGLY DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY AGREE | HYPOTHESIS II QUESTIONS |
|-------------------|-------|--------------------|------------------|------------------|----------|---------|--------|----------------|--|
| | | | | Number | Number | Number | Number | Count | |
| | | | | % | % | % | % | % | |
| Consent | 2 | 831. | 4.10 | 0 | 2 | 3 | 16 | 10 | 5- There is insufficient knowledge of statistical indicators in the results, which hinders the interpretation process of the results and affects the process of improving outputs. |
| | | | | 0% | 6.5% | 9.7% | 51.6% | 32.3% | |
| Consent | 5 | 938. | 3.71 | 1 | 2 | 7 | 16 | 5 | 6- During the results of measurement and evaluation, the university evaluates the quality of curricula and the effectiveness of its programs. |
| | | | | 3.2% | 6.5% | 22.6% | 51.6% | 16.1% | |
| Consent | 3 | .948 | 3.97 | 1 | 2 | 2 | 16 | 10 | 7- The university evaluates through the results of measurement and evaluation the quality of its outputs and the achievement of the mission |
| | | | | 3.2% | 6.5% | 6.5% | 51.6% | 32.3% | |

| | | | | | | | | | | |
|-------------|---|------|----------------------------------|----|------|-------|-------|-------|--|---|
| | | | | | | | | | | and objectives. |
| Consent | 4 | 795. | 3.79 | 0 | 2 | 4 | 18 | 7 | | 8- The university evaluates the quality of institutional performance through the results of measurement and evaluation to develop its outputs. |
| | | | | 0% | 6.5% | 12.9% | 58.1% | 22.6% | | |
| Consent | 1 | 873 | 4.19 | 0 | 2 | 2 | 14 | 13 | | 9- Standardized measurement and evaluation results help in comparing performance internally to keep pace with the continuous development in education |
| | | | | 0% | 6.5% | 6.5% | 45.2% | 41.9% | | |
| Conse nt | | 4 | Average of the second hypothesis | | | | | | | |

Table (6) shows the following:

1. The majority of the sample members agree that **there is insufficient knowledge of the statistical indicators in the results, which hinders the interpretation of the results.** Where their percentage reached (83.9) %, while the percentage of those who disagreed with that was (6.5)%. As for the sample members who did not give specific answers, their percentage was (9.7)%.
2. The majority of the sample members agree that **the university evaluates during the results of measurement and evaluation the quality of the curricula and the effectiveness of its programs.** Where their percentage reached (68.7) %, while the percentage of those who disagreed with that was (9.7)%. As for the sample members who did not give specific answers, their percentage was (22.6)%.
3. The majority of the sample members agree that the **university evaluates through the results of measurement and evaluation the quality of its outputs and the achievement of the mission and objectives...** Where their percentage reached (83.9) %, while the percentage of those who disagreed with that was (9.7)%. As for the sample members who did not give specific answers, their percentage was (6.5)%.
4. The majority of the sample members agree that the university's **evaluation of the quality of institutional performance through the results of measurement and evaluation to develop its outputs...** Where their percentage reached (80.7%) while the percentage of those who disagreed with that was (6.5)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
5. The majority of respondents agree that **the results of unified measurement and evaluation help in comparing performance internally to keep pace with the continuous development in education...** Where their percentage reached (87.1%) while the percentage of those who disagreed with that was (6.5)%. As for the sample members who did not give specific answers, their percentage was 6.5%.

It is clear from this the following: that all statements that express the axis (the second hypothesis) have an average of more than the hypothesis mean 3, where the average is 4, and this result indicates that the sample members agree with all the statements of the second hypothesis axis).

Table No. (3)

Discussion of the result **of the statements of the third hypothesis:**

«Great interest in training on the application of measurement and evaluation leads to the development of the capabilities of faculty members to achieve high quality of education outcomes».

| GENERAL DIRECTION | ORDER | STANDARD DEVIATION | WEIGHTED AVERAGE | I STRONGLY DISAGREE | DISAGREE | NEUTRAL | I AGREE | I STRONGLY AGREE | QUESTIONS WITH THE THIRD HYPOTHESIS |
|-------------------|-------|--------------------|------------------|---------------------|----------|---------|---------|------------------|---|
| | | | | Number | Number | Number | Number | Count | |
| | | | | % | % | % | % | % | |
| I agree | 4 | 1.23 | 3.55 | 13.2 | 25.8% | 9.7% | 23.3% | 29% | 10- The university provides training programs in measurement, evaluation and learning outcomes to lead to academic development |
| I agree | 5 | 1.180 | 3.48 | 13.2 | 19.4% | 29% | 22.6% | 25.8% | 11- The university holds courses on how to fill out measurement forms and interpret their results well to help develop the educational process. |
| I agree | 3 | 1.170 | 3.65 | 2 | 5 | 4 | 13 | 7 | 12- The college works to develop the |

| | | | | | | | | | |
|---------|---|-------|--|-----|-------|-------|-------|-------|---|
| agree | | | | 6.5 | 16.1% | 12.9% | 41.9% | 22.6% | skill of members to build tests as a main tool to lead to the efficiency of learning outcomes |
| I agree | 2 | 1.170 | 3.65 | 2 | 5 | 4 | 9 | 11 | 13- The college works on developing the skill to use teaching methods and modern methods to improve learning outcomes. |
| I agree | 1 | 806. | 3.87 | 0 | 2 | 6 | 15 | 8 | 14- The professor has the ability and skill to formulate the outputs well, which leads to the quality of academic performance evaluation. |
| Consent | | 3.64 | Weighted average of the third hypothesis | | | | | | |

Table (7) shows the following:

1. The majority of the sample members agree that the university provides training programs in measurement, evaluation and learning outcomes, which leads to academic development. Where their percentage reached (52.3) % while the percentage of those who disagreed with that was (29)%. As for the sample members who did not give specific answers, their percentage was (9.7)%.
2. The majority of the sample members agree that the university holds courses on how to fill out measurement forms and interpret their results well that helps to develop the educational process ... Where their percentage reached (48.5) %, while the percentage of those who disagreed with that was (22.6)%. As for the sample members who did not give specific answers, their percentage was (29)%.
3. The majority of the sample members agree that the college is working to develop the skill of members to build tests as a main tool that leads to the efficiency of learning outcomes... Where their percentage reached (64.5) % while the percentage of those who disagreed with that was (22.6)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
4. The majority of the sample members agree that the college works on developing the skill on the use of teaching methods and modern methods that lead to improving learning outcomes Where their percentage reached (64.5%) while the percentage of those who disagreed with that reached (22.6)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
5. The majority of respondents agree that the results of unified measurement and evaluation help in comparing performance internally to keep pace with the continuous development in education Where their percentage (74.4%) while the percentage of those who disagree with that was (6.5)%. As for the sample members who didnot give specific answers, their percentage was (19.4)%.

It is clear from this the following: that all statements that express the axis (the third hypothesis) are more than the hypothetical mean (3). Where the average is 3.64 and this result indicates the approval of the sample members on all the statements of the third hypothesis axis.

Table (4):

Discussion of the result of the statements of the fourth hypothesis: «The participation of leaders and departments in the college in the process of measurement and evaluation leads to meeting the needs of the labor market and society».

(All statements that express the axis (the fourth hypothesis) have an average of more than the hypothetical mean (3). Where the average is 3.63, and this result indicates the approval of the sample members on all the statements of the fourth hypothesis axis).

| RAL DIRECTION | ORDER | STANDARD DEVIATION | WEIGHTED AVERAGE | QUESTIONS WITH THE FOURTH HYPOTHESIS THE PARTICIPATION OF LEADERS AND DEPARTMENTS IN THE COLLEGE IN MEASUREMENT AND EVALUATION LEADS TO MEETING THE NEEDS OF THE LABOR MARKET AND SOCIETY. | | | | | |
|---------------|-------|--------------------|------------------|--|-----------|----------|----------|--------------------|---|
| | | | | STRO NGLY DISA GREE | DISA GREE | NEUT RAL | I AGRE E | I STRO NGLY AGRE E | |
| | | | | Num ber | Num ber | Num ber | Num ber | Count | |
| neut ral | 4 | 1.18 | 3.26 | 2 | 8 | 8 | 7 | 6 | 15- There is a participation between the different departments in building achievement tests to develop the qualityof education to keep pace with market requirements. |
| | | | | 6.5% | 25.8% | 25.8% | 22.6% | 19.4% | |
| I agree | 2 | 999. | 3.74 | 0 | 3 | 8 | 11 | 9 | 16- The college is keen on teamwork and participation through work teams at various levels and administrative responsibilities for the success of its programs and community service. |
| | | | | 0% | 9.7% | 25.8% | 35.5% | 29% | |
| I | 3 | 1.112 | 3.65 | 1 | 5 | 5 | 13 | 7 | 17- There is coordination between the departments and |

| | | | | | | | | | |
|---------|------|------|------|---|-------|-------|-------|-------|---|
| agree | | | | 3.2% | 16.1% | 16.1% | 41.9% | 22.6% | units of the college and the unit of measurement and evaluation to raise the efficiency of performance and develop its programs. |
| I agree | 1 | 991. | 3.87 | 0 | 4 | 5 | 13 | 9 | 18- The college is keen to measure and evaluate its performance to know the progress it has achieved through the educational process in the specified period. |
| | | | | 0% | 12.9% | 16.1% | 41.9% | 29% | |
| I agree | 3.63 | | | Weighted average of the fourth hypothesis | | | | | |

Table (8) shows the following:

1. The majority of the sample members agree that there is a participation between the different departments in building achievement tests to develop the quality of education to keep pace with market requirements... Where their percentage reached (52.3)%, while the percentage of those who disagreed with that was (29)%. As for the sample members who did not give specific answers, their percentage was (9.7)%.
2. The majority of the sample members agree that the college is keen on teamwork and participation through work teams at various levels... Where their percentage reached (48.5) %, while the percentage of those who disagreed with that was (22.6)%. As for the sample members who did not give specific answers, their percentage was (29)%.
3. The majority of the sample members agree that there is coordination between the departments and units of the college and the unit of measurement and evaluation to raise the efficiency of performance ... Where their percentage reached (64.5) %, while the percentage of those who disagreed with that was (22.6)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.
4. The majority of the sample members agree that the college is keen to measure and evaluate its performance to know the progress achieved through the educational process in the specified period. Where their percentage reached (64.5%) while the percentage of those who disagreed with that reached (22.6)%. As for the sample members who did not give specific answers, their percentage was (12.9)%.

It is clear from this that all statements that express the axis (fourth hypothesis) are more than the hypothetical mean (3). Where the average is 3.63 and this result indicates that the sample members agree with all the statements of the fourth hypothesis axis.

Conclusion: conclusions and recoemmendationsFirst: Results:

The results of the study showed that there is a consensus by the sample members of the teaching staff and leaders about the impact of the application of measurement and evaluation systems on the development of the educational process and the quality of its outputs, although they differ in the degree of their approval of the statements, and the following is a review of the most important results:

- There are satisfactory efforts towards the application of measurement and evaluation systems in general, and there is a dissemination of the culture of measurement and evaluation and knowledge of application standards and the concept of measurement and performance evaluation well, which achieves the quality of courses and programs to achieve the desired college goals.
- The results of measurement and evaluation can be relied upon as a good judging tool in verifying the quality of curricula and programs according to the mission and objectives of the college and university.
- There is an interest in training on the optimal application of measurement, evaluation and work Developing the capabilities of faculty members to achieve the quality of learning outcomes. The opinions of some of the sample indicated that there is a deficiency in the accurate interpretation of the measurement results (measurement indicators).
- There are tangible participations and teamwork between the leaders and departments of the college to upgrade the measurement and evaluation process to meet the needs of the labor market and society.

Second: Recommendations:

In light of the previous results and the advancement of higher education to the appropriate level, the researcher made a number of **recommendations, most notably:**

- The need for senior leaders to adopt full attention to the process of applying measurement and evaluation systems in Saudi universities, and employing them in all their administrative and academic activities to achieve Vision 2030.
- Increase awareness and knowledge of the importance and advantages of applying the measurement and evaluation system to achieve continuity of application and improve education outcomes.
- The university should pay attention to adequate training and qualify faculty members on the correct interpretation of the results of measurement and evaluation to improve learning outcomes and evaluate

programmatic and institutional performance correctly to raise their scientific and professional level to meet the needs of the labor market.

- Work to solve all problems that hinder the progress of the measurement and evaluation process and work on continuous improvement and development of the outputs of the educational process and overcome difficulties and obstacles through continuous training on the skill (building tests - interpreting results) to enhance the quality of higher education.

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