



# To What Extent Do Some Jordanian Universities Meet the Requirements of the Standards of the Higher Education Accreditation Commission and Quality Assurance

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## ABSTRACT

The research aims to show the degree of application of quality assurance standards in Jordanian public universities from the perspective of faculty members, by selecting a random cluster sample representing Jordanian public universities. The research reached the following results, there are no variations in the extent to which quality assurance standards are used in several Jordanian public universities due to the university variable. Faculty members at various Jordanian public institutions report variations in the degree to which quality assurance standards are applied, which they relate to the gender and academic rank variable. The study makes several recommendations, the most significant of which are as follows: Faculty members at Jordanian institutions should be encouraged to adopt a culture of quality assurance. Ensuring that research projects and approved study programs adhere to international norms, fulfill academic accreditation criteria, and meet quality assurance standards.

**Keywords:** Quality Assurance Standards, Government Universities, Faculty.  
Higher Education

## Introduction

To attain quality and a competitive edge, those in charge of developing higher education in Jordan and the Arab world at large must look to apply the norms of private certification.

Arab higher education institutions have seen significant growth in both the quantity and caliber of their student body, despite a rise in enrollment.

In most of the world's nations, the problem of guaranteeing the quality of higher education has drawn so much attention that scholars have dubbed this period the "era of quality" as a template for effective administration. In order to get the best results possible, the majority of institutions have tried to apply quality assurance standards to all of their inputs.

By raising awareness of the concepts of quality assurance standards and distinguished performance through educational outcomes, as well as by encouraging them to compete locally and internationally and achieve excellence in all fields in an objective and measurable manner through the self-evaluation process, the quality assurance standards and indicators, which are based on Higher Education Accreditation Commission Law No. 20 of 2007, aim to enhance competitiveness among educational institutions. A series of steps are included in this process with the goal of continually improving the educational output. (1)

## Literature reviews:

This section covers earlier research on the subject by Arab and international scholars. The studies are listed chronologically, starting with the newest and going back to the oldest.

The purpose of Al-Samadi's (2011) study was to elucidate faculty members' and academic leaders' perceptions on the private Jordanian universities' dedication to upholding accreditation and quality requirements. The study's findings showed the following:

Academic leaders and faculty held a highly positive impression of the private Jordanian institutions' dedication to upholding accreditation and quality standards in their respective fields of study.

- There were statistically significant differences, favoring academic leaders, in the arithmetic means of faculty members' and academic leaders' attitudes related to the job title.

- about the variable of experience, there were no statistically significant variations in the arithmetic means of faculty members' assessments about the private Jordanian universities' dedication to upholding accreditation and quality standards in all fields of study.

- There are statistically significant differences, favoring the professor rank, in the arithmetic averages of faculty members' assessments of the private Jordanian universities' dedication to upholding accreditation and quality criteria. (5)

"An Evaluation Study of the Extent of Application of NCATE Standards in the College of Education for Girls at King Saud University" was the title of a 2011 study done in Saudi Arabia by Aoun. The findings demonstrated disparities in the availability of indicators for each of the six standards and the conceptual framework in the departments of King Saud University's College of Education and Girls' Department. These standards include programs offered, field experiences, diversity, faculty qualifications and performance and professional development, resources, and governance. Nonetheless, there are general findings, such as the deans of the departments' assessments that the diversity criteria were the least available.

The departments that filled up the non-existent column the most were the departments of art education and Islamic education; these departments were followed by the departments of educational administration, educational media and technology, curriculum and teaching methods, and psychology. The present and the nonexistent were about evenly represented in their responses. (6).

In order to determine the suitability and availability of these standards, Al-Thaqafi (2009) carried out a study in the Kingdom of Saudi Arabia with the goal of creating a list of academic accreditation and quality assurance standards for mathematics departments in science colleges in Saudi universities in terms of (faculty, educational program, and educational environment).

Given that the general arithmetic mean was medium and that there were no statistically significant differences between the average faculty responses regarding the suitability of academic accreditation and quality assurance standards for the educational program and educational environment for mathematics departments attributable to the university variable, the study concluded that all these criteria are appropriate for the educational program and environment. The university variable is responsible for the statistically significant variations seen in the average faculty replies about the availability of the majority of academic accreditation and quality assurance criteria for the educational program in mathematics departments. (7)

Obaid and Karim (2008) conducted a study in Iraq and found that the knowledge age has brought about rapid changes in the higher education environment. These changes have been attributed to globalization, economic openness, and tremendous advancements in communications technology. These factors have also caused competition to grow and have an impact on the development of new technologies and strategies, such as open education and distance learning. In order to achieve comprehensive quality in their inputs, processes, and outputs, higher education institutions are required by knowledge globalization to re-engineer their competitive capabilities to move towards the quality of education and adhere to academic accreditation standards in accordance with international accreditation standards.

The study's goal was to examine how re-engineering university performance may help educational institutions fulfill accreditation criteria, whether such requirements are applied to the institution as a whole or to specific academic programs. The study's findings demonstrated that reengineering the present university's performance at the strategic and operational levels is necessary to achieve academic accreditation at the institutional and programmatic levels. (8) In order to establish a system for quality assurance and academic accreditation in general education, Darandari and Hook (2007) conducted a study that presented the Kingdom of Saudi Arabia's experience in these areas with regard to higher education institutions.

The study by Dawoud and Ahmed (2020) aimed at the presentation of the origins of quality and its concept, the concept of quality assurance in university education institutions, and the reference to the concept of accreditation and its types in university, the concept of competitive advantage and the most important competitive strategies that support the excellence of institutions and then move to present the nature of competitive advantage, and identify the most important pillars of achieving educational institutions, including university inputs (human resources - material resources - technological structure) and strategic options, and university outcomes (scientific research- graduates), the research reached to reveal the relationship between the application of quality assurance and accreditation standards and the achievement of a competitive advantage in light of the specific criteria in question. The research was based on the descriptive approach as it fits with the nature of the research. (10)

Through a survey of participants and those in charge of the process, it sought to determine the realities of implementing the initial procedures for evaluation and quality assurance in Saudi universities. It also sought to identify the challenges that Saudi Arabia's higher education institutions face in carrying out quality assurance operations, as well as the requirements that must be met. Finally, it offered some potential solutions for these challenges at the individual, institutional, and systemic levels. The findings demonstrated the disparities across universities about the extent to which they implement the assessment instruments and activities required for both academic accreditation and quality control. These varied from highly applied to barely applied fundamental activities.

It became evident that the biggest barriers to implementation are ignorance and inadequate training regarding the specific procedures required to get high-quality results. The researchers recommended that capacity building be done using a model in which each university or college's training needs are assessed at the individual, program, and institutional levels. A comprehensive, phased training program is then created for each of them, implemented, and monitored at the institutions' locations. (9)

Upon reviewing prior research, the investigator observed that those studies had concentrated on a particular facet of academic accreditation. The lack of studies addressing the extent to which academic accreditation standards are applied in official universities led the investigator to undertake the current investigation.

### **Research Problem:**

Since higher education works with people, whether they are service providers or beneficiaries of this service, quality assurance is crucial. The researcher saw that Jordanian higher education is undergoing a dramatic shift in terms of fields, teaching methods, and educational philosophies because of his work in university teaching and his exploratory study on the universities under investigation. The emergence of educational and communications technology, the rise in demand for them, and the remarkable advancements in cognitive growth all served as indicators of the obstacles this progress faced. Anyone keeping tabs on how recently higher education institutions have performed must have seen a drop in the caliber of the services they provide.

The lack of fundamental skills among graduates and the growing gap between their abilities and what the labor market demands of them could confirm this decline. This, in turn, supports the need to find a solution to this issue and work toward assisting higher education institutions in growing, overcoming these obstacles, and improving their performance. For higher education institutions, the most effective way to implement the needed beneficial changes is now through the adoption of quality assurance standards. Given this, the study challenge was defined as an attempt to ascertain, from the perspective of faculty members, how strictly certain Jordanian public institutions adhere to academic accreditation and quality assurance criteria. In particular, the research responds to the following Next main question: What Extent Do Some Jordanian Universities Meet the Requirements of the Standards of the Higher Education Accreditation Commission and Quality Assurance?

### **Research Questions**

- 1- To what extent do some Jordanian public universities apply quality assurance standards from the perspective of faculty members?
- 2- Are there statistically significant differences in the degree to which some Jordanian public universities apply quality assurance standards from the perspective of the research sample attributed to the variables (gender, university, academic rank)?

### **Research Hypotheses:**

The research aims to investigate the following two theories:

1. The extent to which several Jordanian state institutions adhere to quality assurance criteria varies statistically significantly.
2. From the perspective of the research sample, there are no statistically significant variations in the extent to which several Jordanian public institutions adhere to quality assurance requirements according to the factors (gender, university, academic rank)

### **Research Objectives:**

The following two goals are the focus of the research:

1. Determine the extent to which certain Jordanian institutions adhere to quality assurance requirements.
2. Present the disparities in faculty members' perspectives about the extent to which quality assurance criteria are used.

### **Research importance:**

Two issues illustrate the research's contemporary significance:

**First: The research's theoretical and scientific significance is demonstrated by the following:**

- 1- The research issue is original, and Jordanian public institutions must promote academic accreditation and a culture of excellence.

2. Trying to raise the standard of education that recipients of Jordanian public university services receive, as well as the necessity of putting in place a quality system within these institutions in order to help them attain internal excellence and get ready for external recognition as an educational institution.

**Second:** It is anticipated that it will constitute a new scientific addition to the field of research and provide university decision-makers with a list that includes a statement of the effectiveness of the standards applied for academic accreditation in areas that have not been applied. These outcomes are expected to benefit university administrations in the areas of applying quality assurance standards and academic accreditation in their universities.

### Research Terms:

The operational definition of the search words is as follows:

**Norm:** According to the Lisan Al-Arab lexicon, the standard is what is used as a foundation for appraisal and comparison. The norm refers to "the specifications necessary for good university education that can be accepted, which is the guarantee of its quality, increasing its effectiveness, and its ability to compete in the global educational arena." When comparing university performance in a certain Arab nation to the intended standard levels, the standard serves as a reference measure and a guide. Standards might be accomplishment levels selected for comparison from another institution or levels imposed by an outside entity.

It is a declaration of the standard that is required to be met in order to obtain a particular level of excellence or quality, as determined by an accountable or recognized entity. (1) Ensuring quality: Regardless of how these kinds of standards are established, it is a systematic procedure that results in guaranteeing that the educational institution either satisfies or upholds the standards and that it can meet them and improve upon them over time. This way, the school can assure quality for itself.

In addition, it is described as a way to make sure that the academic standards that stem from the message of the relevant party have been established and met in compliance with the relevant standards, whether they be national or international, and that the quality of learning, research, and community engagement opportunities is appropriate and fulfills the expectations of the different beneficiary types of these parties. (Previous reference) (11)

The university's quality assurance standards may be formally characterized as follows: a collection of requirements and criteria that must be included in the university's inputs (the university's vision, purpose, and goals) - the university's infrastructure, which includes its buildings, labs, and public spaces; - the administrative system; - the website design The system's ability to meet the needs of its beneficiaries and produce outputs that are of a high caliber in light of global trends is contingent upon a number of factors, including: - Admission and registration; - Study system; - Academic supervision (faculty members); - Curricula (both traditional and electronic); - Media and advertising; - University effectiveness; - University funding plan.

To satisfy the requirements of the system's beneficiaries and provide outputs that are of a high caliber given current world trends. We hope that this explanation of the standards will help university administrative and academic bodies with their planning, self-evaluation, and quality improvement policy development. The university bases its quality evaluation on accepted norms of best practices. (1), (12)

Total quality management is a structured approach that can be used with long-term planning for ongoing plans for quality improvement that guide the organization toward success and progressively through the differentiation of the organizational legacy so that the system consistently meets the demands of users from educators, administrators, parents, students, and others. (3).

### Research limits:

The following restrictions applied to the research:

1. **Objective limits:** From the perspective of faculty members in the following areas: community service, human resources, and strategic planning, it is the extent to which academic quality assurance standards are applied at some Jordanian public institutions.  
Temporal limits Using this research was done in the 2010–2011 academic year.
2. **Human boundaries:** Faculty members who instructed during the first and second semesters of the 2020–2021 academic year were the subjects of this research.
3. **Spatial boundaries:** The following official Jordanian universities were included in this research: mutah, Balqa Applied, and Yarmouk.

The theoretical structure and earlier research: The goal of the quality control procedure is to raise the bar for higher education institutions' procedures, workflows, and products.

Additionally, it assists organizations in setting up a suitable management system, which is accomplished by a few procedures that enable the organization to advance in enhancing its operations. By raising awareness of

the concepts and standards of quality assurance and outstanding performance, as well as highlighting the efforts made by these national and regional educational institutions, as well as their most significant accomplishments in developing their educational systems and outcomes, and by encouraging them to compete both locally and internationally and achieve excellence in all fields in an objective and measurable manner through the self-evaluation process and visits by evaluators from within and outside the nation, the quality assurance standards and indicators, which are based on Higher Education Accreditation Commission Law No. 20 of 2007, aim to enhance competitiveness among educational institutions.

At the start of the twentieth century, it initially surfaced in the United States of America (11). In the UK, the academic certification system first emerged in 1992 when the Funding Councils for England and Wales Higher Education were given control over it. These bodies assess the standard of instruction at the universities they provide funding for. Reconsidered in 1995, the evaluation's methodology serves three purposes: it guarantees a valuable return on public funds invested in higher education; it promotes development and improvement; and it effectively informs the public about the caliber of higher education based on each institution's goals and objectives.

The Quality Assurance Agency (11), an organization dedicated to fostering and strengthening public trust in the caliber of postsecondary education institutions, was given this duty in 1997. The procedure starts with a self-assessment conducted by each institution, which is then followed by an initial evaluation of the self-assessment, an institution-wide field tour, and the creation of the final report. The Quality Assurance Office is a department inside each institution that manages all of its evaluation activities. (4)

### Research Methodology:

Because the descriptive analytical approach fit the nature of the investigation, the researcher employed it.

**Research community:** The research community consisted of all faculty members working in some Jordanian public universities, whose number is, as shown in Table No. (1)

**Table 1: Distribution of research community members according to variable**

variable	Number
Yarmouk University	1070
Al-Balqa Applied University	1420
Mu'tah University	528
Total	3118

### Research Sample:

To accurately and scientifically represent the original community, the researcher used the random cluster method to select a sample of faculty members from the academic year 2021the research community. The research sample consisted of 226 faculty members who worked at Yarmouk University, Balqa Applied University, and Mu'tah University. Table (2) displays the distribution of sample individuals based on research variables.

**Table 2: Distribution of research sample individuals according to gender, rank and university variables**

Independent Variable	Level/ Category	N
Gender	Male	114
	Female	112
Academic Rank	Professor	47
	Associate Professor	81
	Assistant Professor	98
University	Yarmouk University	61
	Mu'tah University	47
	Al-Balqa Applied University	118
Total		226

### Research Tool:

The researcher created a questionnaire as the research instrument in order to meet the study's goals; The research tool included 34 paragraphs in its final form, which was determined by reviewing prior literature and studies related to the research topic, such as the Quality Assurance Indicators Guide 2020, and the accreditation standards instructions issued by the Jordanian Accreditation Commission (1). The five-point Likert scale was used by the researcher. The order of the paragraphs was as follows:

First domain: Strategic planning, Second domain: Academic programs, Third domain: Human resources.

Fourth domain: Library and information sources. Fifth domain: Local community service.



### Validity of the Tool

The researcher sent the research tool to several arbitrators with knowledge and experience in measurement and evaluation at Hashemite and Balqa universities to have it arbitrated regarding the paragraphs' linguistic correctness and suitability for the research's objectives. This was done in order to confirm the validity of the tool. All arbitrators' opinions were considered when deciding which paragraphs to add, remove, or change. For every paragraph, a five-point rating system (5, 4, 3, 2, 1) was established. After consulting with the specialist arbitrators, the research tool's original composition of (45) paragraphs was changed to 34 paragraphs.

### Reliability of the Tool:

The researcher used the retest approach (Test-Retest) with a two-week gap between the initial application and its retest to test the tool's stability on a survey sample of twenty faculty members. Using Cronbach's alpha coefficient, the tool's internal consistency stability was verified. The tool's overall stability coefficient was (0.85), a high number that is appropriate for the research objectives.

Methods of Research: After calculating the Cronbach's alpha coefficient for internal consistency, the researcher confirmed the stability of the research instrument by using it on ten faculty members who were selected at random from outside the research sample.

The researcher used the research tool on a research sample of faculty members from three universities in Jordan: Mu'tah, Yarmouk, and Al-Balqa. This was done after the instrument's validity and stability had been confirmed. Each institution represented one of the three areas.

### Statistical Processing:

To address the research questions and confirm the validity of the hypotheses, the researcher determined the differences attributed to gender, university, and academic rank in order to answer the second question. To answer the first, the researcher extracted the arithmetic averages and Std Dev

### Research Results:

Findings in support of the first hypothesis, which reads as follows: From the perspective of faculty members, there are no variations in the extent to which some Jordanian public institutions adhere to quality assurance requirements. To confirm the hypothesis' validity, the researcher took the faculty members' replies to the tool's items and calculated their arithmetic means and Std Dev The results are displayed in Table (3).

**Table 3: Arithmetic Means, Std Dev, and degree of application on the fields of the tool**

Domain	Domain Mean	Std Dev	Degree of Completion
Academic Programs	3,73	0,74	High
Human Resources	3,55	1,05	Medium
Strategic Planning	3,61	0,98	High
Material Resources	3,50	0,56	Medium
Community Service	3,24	0,50	Medium
Overall Mean	3,71	0,77	Medium

The table (3) displays the arithmetic means and Std Dev for the degree of application on the research tool and the tool overall It came with an average mean (3.71) and a Std (0.77).The field of academic programs ranked first degree of application a At an arithmetic mean of 3.73, the field of Human Resources came in second with an arithmetic mean of 3.55, the field of Strategic Planning came in third with a mean of 3.61, and the field of Material Resources came in fourth with an average of 3.50. Finally, the area of Community Service with an arithmetic mean (3.24).

The arithmetic means and Std Dev were utilized for each study topic to illustrate the extent to which quality assurance standards were applied, and the resulting presentations are as follows: Table No. (4) displays the arithmetic means and Std Dev for the faculty members who made up the study sample and their replies to the paragraphs in this field.

**Table 4: Arithmetic means, Std Dev and degree of application of faculty members' responses to the total research areas:**

N	P	M	Std Dev
1.	The university's strategic planning is a clear, comprehensive, published, announced and known mission and objectives to the community, faculty members, administrators and students	3.96	1.08
2.	The university provides a clear document that expresses the institution's vision and its general and specific educational objectives	3.89	1.19
3.	The university reviews its mission and objectives regularly and revises them with the aim of developing them	3.88	1.15

4.	The university's objectives determine the results expected to be achieved by graduates	3.87	1.06
5.	There is an organizational structure covering the academic and administrative fields.	3.86	1.13
6.	The university is keen to involve faculty members and heads of units and departments in preparing strategic and annual plans	3.85	1.18
7.	The mechanism for preparing and reviewing tasks and responsibilities is clear	3.82	1.13
8.	The consistency of the university's strategic analysis with its goals	3.80	0.88
9.	The university explains in its mission the forms of relationship between it and similar local and international institutions	3.82	0.99
10.	The university determines the extent to which the academic programs are related to the general philosophy of society	3.78	0.95
11.	Academic programs The academic programs include detailed plans for specializations	3.74	0.91
12.	The university provides an accurate description of the study plans for the	3.74	0.90
13.	Brochures and guides are available for the instructions for granting academic degrees at the university	3.70	0.88
14.	The university provides a brief description of the academic courses	3.68	1.02
15.	The university determines the learning outcomes for each course	3.67	0.74
16.	The university determines the specific vocabulary for each course	3.66	1.01
17.	Human Resources The university sets specific instructions for teaching hours for faculty members according to academic degrees	3.65	1.04
18.	The university allocates incentive rewards for innovators in the field of teaching and distinguished scientific research in line with the university's vision and mission.	3.60	0.94
19.	The university provides the necessary legislation for general employment conditions in the institution.	3.59	0.92
20.	The university provides employment committees with modern means used to sort candidates and evaluate their qualifications in order to make appropriate decisions.	3.56	0.95
21.	The university prepares statistics on the number of faculty members and auxiliary bodies distributed according to academic qualifications, degrees, and experience	3.57	0.99
22.	The university checks the adequacy of faculty members and their qualifications in order to achieve the institution's mission and goals	3.55	1.09
23.	The university provides professional development and continuing education programs for its faculty members	3.53	0.88
24.	The university provides a policy and mechanisms for professional development for faculty members	3.52	1.03
25.	The university provides sabbatical leaves for faculty members	3.51	0.50
26.	The university provides a sufficient number of qualified professors and faculty members who are available to work full-time or part-time	3.50	
27.	Continuous improvement of the learning and teaching process	3.49	1.80
28.	Community service The university sets programs and conducts studies and research based on the priorities and needs of society	3.49	1.10
29.	The university provides local community institutions with accurate and honest information about the services it provides to the community	3.39	1.15
30.	The university conducts accurate studies to determine the impact of projects and plans implemented in the community	3.50	1.06
31.	Academic program creation policies are clear.	3.64	1.13

32.	The university conducts surveys of the local community to identify the problems they face	3.60	1.18
33.	Conducting evaluation studies to determine the impact of projects and plans and providing recommendations for that	3.58	1.13
34.	Human resources satisfaction with the services provided to them	3.73	0.88
Overall arithmetic mean		3.71	1.96

From the perspective of faculty members across all fields, Table (3&4) displays the arithmetic means and Std Dev for the degree of application of quality assurance standards. The first paragraph came with an average of (3.96 ) which is: The university's strategic planning is a clear, comprehensive, published, announced and known mission and objectives to the community, faculty members, administrators and students. The lowest paragraph came with an average of (3.73) which is number 34 and states: Human resources satisfaction with the services provided to them

This is explained by two factors: on the one hand, Jordanian public universities are interested in educational programs at all levels because they are essential to the advancement of university work; on the other hand, they recognize the value of educational programs and work to offer high-quality academic programs that are highly cognitive and in line with societal needs.

This outcome is explained by the fact that many faculty members and students do not have direct access to strategic planning; instead, they must view it indirectly through the university website on the Internet. Thus, the researcher provides a solution to the first query: From the perspective of faculty members, how much do various Jordanian public institutions use quality assurance standards? 2. Findings concerning the second hypothesis: Regarding the degree of application of quality assurance standards in some Jordanian universities, are there any fundamental differences (statistically significant) at the significance level ( $\alpha \geq 0.05$ ) in the estimation of the research sample members attributed to the variables (university, academic rank, gender)? The mathematical averages and Std Dev of the degree of application of quality standards in Jordanian universities from the point of view of faculty members were calculated, as shown in Table (5).

**Table 5: Means and Std Dev of the degree of application of quality standards in Jordanian universities from the point of view of faculty members according to the variables of university, rank and gender:**

Variable Levels	categories	Mean	Std Dev
University	Yarmouk	2.99	0.24
	Mu'tah	2.82	0.43
	AL-Balqa Applied University	2.95	0.36
Academic Rank	Professor	2.84	0.44
	Associate Professor	2.88	0.34
	Assistant Professor	2.95	0.42
Gander	Male	2.90	0.41
	Female	2.89	0.37

Table No. (5) indicates that faculty members' perceptions of the degree to which quality assurance standards are applied differ in terms of their arithmetic means. The three-way Anova was utilized to test the second hypothesis. Table No. (4) illustrates this:

**Table: 6 presents the findings from the three-way Anova analysis of the research sample members' estimations based on the variables' fields (Gender, University, and Academic rank).**

Variables	Domains	Sum of Squares	Mean squares	Degrees of Freedom	F-Value	Significance Level
Gender	Strategic Planning	0.0179	0.0189	1	0.002	0.963
	Academic Programs	99.8	99.8	1	*6.507	110.0
	Human Resources	1.776	1.776	1	*5.569	0.019
	Community Service	2,20	0,0045	1	0,85	0,771
University	Strategic Planning	2,20	0,133	2	0,44	0,85
	Academic Programs	0.192	0.096	2	0.281	0.755



	Human Resources	0.034	0.017	2	0.053	0.949
	Material Resources	2,60	0.019	2	0.093	0.969
	Community Service	2,30	0,341	2	0,600	0,55
Academic Rank	Strategic Planning	137.03	45.67	2	*5.10	0.002
	Academic Programs	126.57	42.19	2	*4.43	0.005
	Human Resources	0.0179	0.0189	2	0.002	0.963
	Material Resources	0.0180	0.0199			
	Community Service	99.8	99.8	2	*6.507	0.011
Error	Strategic Planning	65.264	0.402	222	*6.817	0.010
	Academic Programs	60.917	0.376			
	Human Resources	28,904	0,303			
	Material Resources	269.66	0.402			
	Community Service	49.39	0,52			
Total	Strategic Planning	68.702	0.30	222	*6.807	0.011
	Academic Programs	64.780	0.18			
	Human Resources	76.091	0,203			
	Material Resources	74.091	0,21			
	Community Service	50,57	0,52			

1. The gender variable is associated with statistically significant variations in leadership, educational programs, and faculty members, with a preference for male faculty members at the significance level ( $\alpha \geq 0.05$ ).
2. The university variable is not associated with any statistically significant differences at the significance level ( $\alpha \geq 0.05$ ).
3. The academic rank variable is linked to statistically significant variations in every tool area at the significance level ( $\alpha \geq 0.05$ ).

Examining Table (6)'s data, the researcher discovered the following:

1. In the area of strategic planning at the university, there are distinctions between an associate professor and a professor, with the exception of human resources personnel who have the rank of professor.
2. In the area of academic programs, there are distinctions between an assistant professor and a professor that benefit faculty members with the rank of professor.
3. In the area of human resources, there are distinctions between an assistant professor and a professor that benefit academic members with the position of assistant professor.

The gender variable was shown to have statistically significant differences in the fields of educational programs and faculty members, with a difference in favor of male faculty members at the significance level ( $\alpha \geq 0.05$ ). This outcome might be explained by the fact that male instructors are aware of one another and that they have a competitive spirit that drives them to look for anything novel in the realm of curricula.

The findings also revealed that there were no statistically significant differences at the significance level ( $\alpha \geq 0.05$ ) that could be linked to the university variable. This finding could be explained by the universities' increased interest in academic accreditation because of their increased awareness of the need to meet accreditation requirements in order to improve their programs and services and raise the bar for education.

The findings revealed statistically significant variations in every tool field related to the academic rank variable at the significance level ( $\alpha \geq 0.05$ ).

This finding, which deviates from that of studies by Al-Thaqafi (2009), Aoun (2011), Al-Samadi (2011), and Darandari and Hook (2007), may be explained by the experience that faculty members have accumulated over time and their attainment of new academic ranks that encourage research, development, and innovation. As so, it provides an answer to the research's second question.

### Conclusion:

The research came to the following conclusions:

Faculty members at certain Jordanian public institutions report that the implementation of quality assurance standards is typically mediocre.

2. Based on faculty members' perspectives, there are variations in how academic accrediting criteria are applied to the institution's vision, goals, and plans that are related to the gender variable, and these variations are more favorable to male faculty members.

2. According to faculty members, there are no variations in the extent to which quality assurance standards are used in several Jordanian public universities that can be ascribed to the university variable.

3. Faculty members at some Jordanian public institutions see variations in the degree to which quality assurance norms are applied, which they ascribe to the academic rank variable.

### Suggestions:

Considering the researcher findings, he suggests the following:

- Work on implementing quality assurance standards to the highest extent possible in Jordanian universities.
- Promoting a culture of quality assurance among Jordanian university faculty members.
- Regularly evaluating all employees and instructors at educational establishments.
- Ensuring that scientific endeavors and approved study programs fulfill academic accreditation criteria, satisfy quality assurance standards, and adhere to global norms for higher education.
- Creating a distinct, independent entity for quality assurance that works with the accreditation authority to evaluate and regulate the type and quality of education in accordance with global standards.

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