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# EVALUATION OF THE ACADEMIC PERFORMANCE OF FACULTY MEMBERS IN JORDANIAN AND SAUDI UNIVERSITIES IN LIGHT OF QUALITY STANDARDS

Saddam Rateb Darawsheh<sup>1\*</sup>

*Department of Administrative Sciences, The Applied College, Imam Abdulrahman Bin Faisal University  
Dammam, Saudi Arabia. [srdarawsehe@iau.edu.sa](mailto:srdarawsehe@iau.edu.sa), <https://orcid.org/0000-0001-8653-7869>*

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Saddam Rateb Darawsheh

([srdarawsehe@iau.edu.sa](mailto:srdarawsehe@iau.edu.sa))

## ABSTRACT

*This study is categorised as descriptive research, focussing on the assessment of the social performance of university faculty members in Saudi and Jordanian universities in accordance with quality standards. It examines the requirements necessary to enhance academic performance efficiency, identifies obstacles that hinder the effectiveness of quality standards, outlines the standards to be fulfilled, and explores the relationship between quality standards and individual differences. The objective will be accomplished by surveying a sample of 120 faculty members from Yarmouk University in Jordan and Imam Abdulrahman bin Faisal University in Saudi Arabia. The results of the study found a high level of quality standards in the academic performance of university faculty members in Saudi and Jordanian universities, where the general weighted average reached (2.59) with a standard deviation of (0.51), and there is a high level of standards that must be met in the faculty at the University of Saudi Arabia and Jordan to achieve the efficiency of academic performance under quality standards, where the general weighted average reached (2.51) with a standard deviation (0.67), the existence of a high level of obstacles that limit the effectiveness of quality standards to achieve the efficiency of the academic performance of the university faculty in Saudi and Jordanian universities, where the general weighted average was (2.45) with a standard deviation of (0.79), lack of participation in the development of regulations and follow-up teaching undergraduate and graduate studies, the presence of a high level of quality standards and personal differences. The academic performance of a faculty member at Saudi and Jordanian institutions yielded a general weighted average of 2.33, with a standard deviation of 0.76, utilising his strengths and potential to engage in community service programs.*

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**KEYWORDS:** Assessment, Academic Performance, Quality Standards.

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## 1. INTRODUCTION

### 1.1. *The Problem of the Study*

Global higher education institutions are actively pursuing modernisation and development, particularly through the evaluation and enhancement of performance via the academic accreditation system. This signifies an urgent imperative to focus on quality systems, performance enhancement, and quality assurance as foundational elements for institutional advancement and improvement. (Heirathan, 2015, 4). Consequently, the quality of higher education has significantly deteriorated, garnering considerable attention in numerous countries worldwide. Scholars have termed this period the era of quality, recognising it as a fundamental component of an effective management model. Thus, the identification of the political foundations of quality holds substantial significance within the context of its practical implementation across various operational institutions, including those dedicated to higher education. Al-Nasser, Nasser bin Abdullah, 2020, p. 27. The study by Al-Heme (2010) aims to elucidate the trends in educational thought regarding accreditation and its dimensions through a comprehensive review and analysis of global trends related to international and Arab higher education institutions. It seeks to establish mechanisms for achieving quality, quality assurance, and accreditation of higher education institutions in the Arab world. The study's findings identify mechanisms that can enhance academic and community institutions and propose the development of national standards aligned with societal values, culture, and both material and human resources, alongside the ongoing evaluation of quality control and validation post-accreditation of educational institutions. The current heightened interest in the implementation of academic accreditation in education stems from its fundamental role in attaining total quality. This interest is further influenced by various global factors, including scientific, technological, and economic changes, as well as shifts in the labour market, which underscore the necessity of adopting an accreditation system as a viable means to enhance educational quality. (Khalil, 2011, 293). To enable higher education to fulfil its functions and roles in alignment with societal needs, meet the aspirations of its constituents, and effectively address its challenges, an efficient planning process is essential. This process should facilitate the identification of scientific and practical solutions to the issues

plaguing higher education, enhance both the internal and external efficiency of universities, and improve their academic programs and outputs, both quantitatively and qualitatively, to meet future demands. (Fahmy, 2008). Consequently, numerous universities have adopted a quality assurance framework to enhance education by augmenting financial resources dedicated to it, refining curricula and pedagogical methods, and improving their efficacy to address student needs while simultaneously aligning with labour market demands and competitive dynamics. (Aqeel, Omar, 2017, 80). It has become essential for higher education institutions to establish all necessary conditions to enhance the quality of teaching and learning through evaluation, improvement, and development, which subsequently positively impacts the institution's quality, its programs, and ultimately its outputs. Abu Al-Rub, 2010, p. 80. Attaining quality assurance standards and academic accreditation at Qassim University and its colleges necessitates a comprehensive understanding of all dimensions, elements, indicators, and mechanisms associated with these standards. Achieving accreditation demands modifications and adjustments, some of which may be isolated, within the university's systems, regulations, and organisational structures. Additionally, it requires a transformation in organisational culture and academic programs, alongside the recruitment of faculty members who possess a profound awareness and understanding of each quality assurance and academic accreditation standard (Al-Nassian, Muhammad, 2016, p. 328). Investing in individuals serves as a favourable indicator for fostering inclusivity by qualifying and training students through university programs and strategic initiatives. This approach aims to align the labour market with the requirements of individuals and state institutions, thereby establishing a connection between the economy and education through programs that engage students in a university educational system that fulfils its objectives and mission within society and the state. Abu al-Hajj, 2019, p. 239. A crucial aspect of educational excellence is fostering rational learning, equipping the learner with sound reasoning, the tenets of responsible citizenship, respect for societal values and systems, and promoting harmonious cohabitation with others. Addressing public and private issues through an analytical lens and logical frameworks enhances the objective of achieving comprehensiveness in education, enabling learners to advance progress and collective development through a methodical approach and constructive

participation, aligned with individual capabilities and societal needs. Canaan, 2005. This perspective emphasised the quality and accreditation systems of educational institutions in the Kingdom of Saudi Arabia, prioritising academic accreditation and standards for universities and higher education institutions. It recognises the role of higher education in cultivating individuals who can advance Saudi society amidst the technological and knowledge revolution. Academic accreditation is a scientifically grounded endeavour aimed at enhancing the quality of educational institutions and study programs, serving as a potent tool for ensuring the integrity of the educational process. Education, its outcomes, and the perpetuation of its advancement. (Al-Meligy, Al-Barazi, 2010, 202). The National Commission for Academic Accreditation and Assessment in the Kingdom of Saudi Arabia is tasked with establishing standards for educational institutions and programs, subsequently evaluating them to ensure compliance with the requisite quality standards for both institutional and programmatic accreditation. The academic accreditation of any institution or educational program instills confidence among students, parents, and employers regarding the quality of qualifications conferred by these institutions, which are deemed equivalent to those awarded by international entities. Naji, Salma, 2015, 700). The National Commission for Academic Accreditation and Assessment, as articulated in The State of Higher Education in the Kingdom of Saudi Arabia (2013, p. 45), seeks to enhance the quality of both private and public higher education, ensure transparency, and establish codified standards for academic performance. This is accomplished through various tasks, including the establishment of evaluation and accreditation standards, the formulation of applicable regulations for post-secondary institutions, and the periodic review and assessment of academic performance. For established university institutions or their equivalents, as well as the accreditation of their departments and curricula, it is anticipated that the authority will play a role in regulating the quality of higher education to ensure the effectiveness of its outcomes in meeting labour market demands. The study corroborated Al-Sarhan (2013), which sought to ascertain the influence of quality standards and academic accreditation on the marketing of educational outputs in Saudi universities. The findings indicated that Saudi universities prioritise the standards established by the National Commission for Academic Accreditation and Evaluation, emphasise social responsibility, and concentrate on their personnel.

Additionally, the study revealed that these institutions exhibit significant attention to three components of total quality management: organisational culture, the advancement and enhancement of educational science, and the commitment of senior management to the principles of total quality management. Given that the professional development of faculty members constitutes a fundamental aspect of quality standards and academic accreditation, identifying the impediments to their professional growth serves as a critical entry point for investigating these challenges. Addressing these obstacles is essential for enhancing professional development in Saudi universities, thereby positively contributing to the realisation of the university's vision and mission and improving its capacity to fulfil its role within the framework of community service and advancement. (Radwan, 2009). The research conducted by Dardeer (2019) elucidated the impediments to professional advancement concerning quality standards and academic accreditation from the perspective of faculty members. The study focused on the following dimensions: professional obstacles, barriers to scientific research, and challenges to participation in scientific events and community service. The findings indicated that the quality of obstacles pertained to institutional capacity and training. Universities prioritise the attainment of quality performance, which is contingent upon the efficacy and efficiency of faculty members. These individuals are responsible for the development and enhancement of academic programs, as well as conducting research on societal phenomena. The outcomes of their research play a crucial role in addressing and mitigating these issues, thereby lessening their detrimental impacts and associated risks. Dreier, 2019, p. 217. The performance evaluation of university faculty serves to enhance teaching quality and efficiency across various departments. It acknowledges teaching excellence and promotes the advancement of distinguished professors, thereby demonstrating faculty commitment both within the university and externally. Furthermore, the implementation of evaluation methods has gained significant importance across all life domains due to its substantial influence on overall performance. Narrative, Haya, 2018, p. 141. The study conducted by Samira Saeed (2018) aimed to elucidate the role of quality in enhancing academic performance at the University of Ishaq in the Kurdistan Region of Erbil. The findings indicated that the implementation of the quality assurance process resulted in a significant

transformation and enhancement of the teaching process at the university. Furthermore, it was established that improved faculty performance correlates with a higher university ranking, and that quality assurance plays a crucial role in augmenting the teaching process, thereby enhancing the learning outcomes. The research corroborated Al-Tamimi, Kholoud (2020): The objective of the study was to assess the quality of teaching performance at Imam Muhammad bin Saud Islamic University according to the criteria set by the National Centre for Academic Accreditation and Assessment. The findings indicated that the teaching performance at Imam Muhammad bin Saud Islamic University, in accordance with general quality standards, is elevated. The assessment of university faculty performance is instrumental in enhancing teaching quality and efficiency across various departments, acknowledging teaching excellence, and valuing distinguished professors both within and beyond the institution.

It fosters the connection between the teaching mission and other responsibilities, such as practical research and community service, while promoting ethical standards within the university community. Furthermore, the evaluation outcomes can inform the development of educational programs and guide decisions regarding incentives and academic promotions. Al-Nimr (2016, p. 300).

The study by Al-Nimr et al. (2016) aimed to assess faculty members against the academic professional standards required for performance in Saudi universities, with findings that suggest enhancements or developments in their performance or actions by decision-makers. The utilisation of assessment instruments to gather data for assessing the efficacy of the faculty member's teaching performance. A member's self-assessment is a critical resource for performance evaluation. Ayasrah (2017). Aida Al-Zway's study (2017) emphasised the necessity of disseminating the culture of teaching performance quality and its indicators inside higher education institutions, as well as engaging all stakeholders in the evaluation process.

The study conducted by Khaled Al-Qantari (2020) aimed to assess the presence of quality standards in the teaching performance of faculty members at the College of Education, Gulf University. The findings indicated that the availability of these quality standards was average. The study corroborated Masoud's (2019) research, which sought to assess the faculty members of the College of Education Al-Marj from the students' perspective by determining the extent of teaching performance indicators practiced

by faculty.

The findings indicated a general decline in the teaching performance of faculty members at the College of Education Al-Marj, with variations observed across different dimensions of teaching performance. The study by Hisham (2017) aims to assess the performance of faculty members at Ha'ir University in accordance with quality standards and academic accreditation by evaluating teaching, educational, research, and scientific performance, ultimately providing students with a description of the academic course. The study conducted by Hani (2015) seeks to ascertain students' perceptions regarding the instructional efficacy of the faculty within the Department of Mathematics. The findings indicate that students' evaluations of faculty performance are influenced by the study's variables, specifically the academic course and the student's academic level.

## 2. STUDY CONCEPTS

### 2.1. *The Notion of Scholarly Achievement: Academic Performance*

Refers to the manner in which a member of the teaching faculty fulfils their responsibilities at the university, aimed at disseminating knowledge through research, imparting it through instruction, and contributing to community service and development. Wilson (2001) University academic performance has garnered significant attention, particularly within the context of accreditation and quality assurance standards in higher education. The evaluation encompasses all components of the university system, including inputs, processes, and outputs. Enhancing performance is integral to the university's core responsibilities of teaching, scientific research, and community service.

### 2.2. *The Notion of Academic Performance*

Pertains to the continuum of discourse initiated by faculty members to fulfil university responsibilities encompassing education, scientific inquiry, and community engagement.

Effective performance is associated with the professor's rapport with students, as well as the generation of knowledge and research output. Taima and Al-Bandari (2004) Academic performance can be demonstrated for the faculty member by comparing evaluations of each educational situation or activity involving both the faculty member and the students. Furthermore, teaching performance should be assessed based on the perspectives and perceptions of students, peers, and administrative entities.

### **2.3. Quality Standards and Academic Accreditation**

Accreditation standards are articulated as a declaration of the anticipated level established by an authoritative or recognised entity concerning a specific degree or performance level to attain a desired or expected quality standard. Al-Hilali, 2009, p. 517

### **2.4. Academic Accreditation**

The formal acknowledgement of an educational institution's capacity to fulfil its responsibilities, demonstrating compliance with requisite conditions and standards, and its ability to attain its objectives with requisite qualitative excellence across all specialised academic programs, thereby ensuring continued growth and development (Abd al-Raouf, al-Masri, 2014, 330) It is described as "the academic or scientific status conferred upon an educational institution or academic program in exchange for the institution's adherence to the agreed-upon quality standards of education established by the accreditation bodies." (Majeed, Al-Ziyadat, 2015, p. 271).

### **2.5. Teaching Performance is Define**

As the collection of instructional behaviours exhibited by university faculty members, characterised by precision, efficiency, and swiftness appropriate to the educational context, aimed at attaining superior quality in higher education. This encompasses planning and preparation for instruction, execution of teaching and learning strategies, assessment of student learning, provision of feedback, and the demonstration of personal and professional attributes. (Qarsham, Iraqi, Thaqafi, 2013, p. 56)

### **2.6. Quality Standards**

Are benchmarks or reference points utilised to evaluate the degree to which performance levels have been attained. Al-Sayed, Al-Bahawashi, 2007, p. 94.

### **2.7. Quality is Described**

As fulfilling both internal and external consumer criteria for products and services, while minimising faults arising from disorganised efforts and pursuing continuous improvement to enhance quality ultimately. Winchester, 1995, 2019.

### **2.8. Definition by Procedure**

Quality standards for faculty members:

exceptional educational and instructional performance - exemplary research and scientific contributions - significant societal and environmental impact.

## **3. SOCIAL LEARNING THEORY**

The individual is seen to acquire new behavioural patterns and responses through situational or social contexts, with the belief that external stimuli influence behaviour via cognitive processes. Individuals' actions and behaviours are influenced by their knowledge and beliefs, which in turn shape their impact on the environment. Cognitive processes dictate the stimuli that manifest their significance, the theoretical frameworks around them, and the resultant actions. Additionally, these processes facilitate the utilisation of symbols and engage in a form of reasoning that enables the prediction of various behaviours and their outcomes. Our actions mirror environmental stimuli, enabling us to modify our surroundings and systematically arrange reinforcements that influence our behaviour. Through mutual interaction, the event can become stimulating, responsive, or environmentally engaging. Human education and behaviours are primarily acquired through observation, imitation, and interaction with others. This theory underscores the significance of accurate perception and conscious processes in humans, connecting them to attitudes while emphasising internal reinforcement. (Barakat, Ali Raja, 2013, 3:2).

### **3.1. The Importance of the Study**

1. The study contributes to addressing the problems facing the university faculty in its application and measuring the level of offering all service requirements as a result of the application of quality standards.
2. The process of evaluating the performance of faculty members is a process of paramount importance in developing and improving educational methods.
3. Explain to faculty members the importance of evaluating academic, research, teaching and community performance.
4. Directing faculty members towards how to improve teaching, research and community performance.

### **3.2. Objectives of the Study**

The current study aims to achieve a main and specific goal, which is to evaluate the social performance of university faculty members in Saudi and Jordanian universities in the light of

**quality standards, by achieving the following sub-objectives:**

1. What is the availability of quality standards requirements to achieve the efficiency of academic performance of university faculty members in Saudi and Jordanian universities?
2. What are the obstacles that limit the effectiveness of quality standards to achieve the efficiency of the academic performance of university faculty members in Saudi and Jordanian universities?
3. What are the standards that must be met by faculty members at Saudi and Jordanian University to achieve the efficiency of academic performance under quality standards?
4. What is the relationship between quality standards and personal differences and the academic performance of faculty members in Saudi and Jordanian universities?

### **3.3. Study assignments**

- 1) There is a significant impact of quality standards on the teaching performance of university faculty members in Saudi and Jordanian universities?
- 2) Is there a significant impact of quality standards in the professional performance of university faculty members in Saudi and Jordanian universities?
- 3) There is a significant impact of quality standards on the research performance of university faculty members in Saudi and Jordanian universities?
- 4) There is a significant impact of quality standards on the ethical performance of university faculty members in Saudi and Jordanian universities?
- 5) There is a significant impact of quality standards on the administrative performance of university faculty members in Saudi and Jordanian universities?

## **4. METHODOLOGY**

### **4.1. Type of Study**

The current study relied on the descriptive analytical study, which is characterized by its ability to study and analyze the nature of the issues and problems to be studied.

### **4.2. Methodology Used**

The present study employed a descriptive strategy, distinguished by its capacity to delineate, as the suitable methodology to fulfil the study's aims

and address its enquiries. This method relies on a precise and comprehensive depiction of a particular subject or occurrence, presented in either qualitative or quantitative terms. This method may be confined to a temporal context or multi-phase progression. This is executed in accordance with a defined study protocol, involving data collection, organisation, and analysis.

#### **4.2.1. Study Population**

Consists of all faculty members in Saudi and Jordanian universities and their affiliated colleges.

#### **4.2.2. Study Sample**

A random sample will be selected from the study population, who are the faculty members in Saudi and Jordanian universities, numbering (120).

#### **4.2.3. Study Performance**

The questionnaire was used as a tool for this study, to collect information such as in-depth data, due to its nature in terms of its objectives, methodology and societally.

### **4.3. Fields of Study**

#### **4.3.1. Spatial Field**

Yarmouk University in Jordan - Imam Abdulrahman bin Faisal University, Saudi Arabia.

#### **4.3.2. Human Field**

Faculty members in universities (Yarmouk University in Jordan - Imam Abdul Rahman bin Faisal University, Saudi Arabia) and their colleges.

#### **4.3.3. Time Range**

Time period for compiling and analyzing statistical data from 1/1/2025: 2/4/2025

#### **4.3.4. Statistical Treatment Methods**

The researcher will utilise the SPSS software (version 26) to analyse the data and derive results, alongside conducting personal interviews to formulate future recommendations. This will involve employing a t-test to assess differences, ANOVA for multiple comparisons, and calculating means to evaluate responses, as well as utilising Cronbach's alpha to measure reliability and validity, in order to fulfil the study's objectives and address the research questions posed by the investigator, which are: Pearson's correlation coefficient to find internal consistency study tool. Cronbach-alpha coefficients and half-hash to e-gad coefficient of stability performance study. Descriptive statistics represented

in the frequencies and percentages of the description of the study sample. Arithmetic averages and standard deviations to answer the questions of the study.

### 4.3. Results of the Study

### 4.4. Demographic Characteristics of the Study Sample

**Table 1: Distribution of Study Sample by Demographic Characteristics.**

Genre	Data	Iteration	Ratio
	Male	50	41.67%
Age	Female	70	58.33%
	Total	120	100%
	From 30 and under 40 years old	40	33.33%
	From 40 and less than 50 years old	40	33.33%
University	From 50 and less than 60 years old	20	16.67%
	More than 60 years	20	16.67%
	Total	120	100%
	Yarmouk University in Jordan	60	50%
College	Imam Abdulrahman bin Faisal University Saudi Arabia	60	50%
	Total	120	100%
	Administration and pedagogy in Jordan	10	8.33%
	Psychology in Jordan	25	20.83%
Degree	Curricula and teaching methods in Jordan	25	20.83%
	Applied College in Saudi Arabia	25	20.83%
	Finance	10	8.33%
	Computer	25	20.83%
Years of Experience	Total	120	100%
	Teaching assistant	20	16.67%
	Lecturer	25	20.83%
	Assistant Professor	35	29.17%
	Associate Professor	20	16.67%
	Emeritus Professor	20	16.67%
	Total	120	100%
	Less than 5 years	20	16.67%
	From 5 and less than 10 years	30	25%
	From 10 and less than 15 years old	30	25%
	15 years and above	40	33.33%
	Total	120	100%

**Table 2: The Results of the First Question: Is there a Significant Impact of Quality Standards on the Academic Performance of University Faculty Members in Saudi and Jordanian Universities?**

M	Phrases	Yes		Kind of		No		Arithmetic mean	Standard deviation	Order
		as	%	as	%	as	%			
1	Provide a better campus and provide better content for students	60	50.00	44	36.67	16	13.33	2.37	0.66	3
2	Connects to parts of the academic content during teaching	55	45.83	45	37.50	20	16.67	2.29	0.52	4
3	Uses effective communication with students	44	36.67	44	36.67	32	26.67	2.10	0.48	6
4	Provides clear and interactive discussion groups	66	55.00	38	31.67	16	13.33	2.42	0.81	2

5	Provides guidance and guidance while supervising practical exercises	70	58.33	40	33.33	10	8.33	2.50	0.77	1
6	Participates in educational program development workshops and courses.	54	45.00	39	32.50	27	22.50	2.23	0.55	5
	The variable is like that of							2.32	0.61	Intermediate level
	The variable as a whole							2.59	0.51	High level

The preceding table (2) indicates a high standard of academic performance among university faculty members in Saudi and Jordanian universities, with a general weighted average of (2.59) and a standard deviation of (0.51), categorising it within the high level range. Among the sub-phrases, the highest indicator was "guidance during the supervision of practical exercises,"

ranking first with an average of (2.50) and a standard deviation of (0.77). Conversely, the lowest indicator was "participation in program development workshops and educational courses," which ranked last with an average of (2.23) and a standard deviation of (0.55), attributed to resistance to change and development.

**Table 3: The Results of the Second Question: What are the Standards that must be met by the Faculty at the University of Saudi Arabia and Jordan to Achieve the Efficiency of Academic Performance in Light of Quality Standards?**

M	Phrases	Yes		Kind of		No		Arithmetic mean	Standard deviation	Order
		as	%	as	%	as	%			
1	Explains the evaluation methods that will be used in the course in the first lecture	66	55.00	44	36.67	10	8.33	2.47	0.62	4
2	Sets grades according to clear criteria that determine the level of good performance for all students alike	66	55.00	50	41.67	4	3.33	2.52	0.71	2
3	Employs the results of the evaluation to improve student preparation and training programs	72	60.00	35	29.17	3	2.50	2.41	0.55	5
4	Directs students in preparing scientific research that contributes to solving real problems within society	84	70.00	33	27.50	3	2.50	2.68	0.39	1
5	There is interactive content between the teacher and students that is easy to control	70	58.33	39	32.50	11	9.17	2.49	0.45	3
6	Keen to participate in training courses related to scientific professional development.	66	55.00	47	39.17	7	5.83	2.49	0.81	3
The variable as a whole								2.51	0.67	High level

The preceding table (3) indicates that faculty at the University of Saudi Arabia and Jordan must adhere to elevated standards to ensure academic performance efficiency under quality benchmarks. The overall weighted average was (2.51) with a standard deviation of (0.67), categorising it within the high level range. Among the sub-phrases, the highest indicator was (guiding students in the preparation of scientific research that addresses real-

world community issues), ranking first with an average of (2.68) and a standard deviation of (0.39). Conversely, the lowest indicator was (enthusiasm for participating in training courses related to scientific professional development), ranking last with an average of (2.49) and a standard deviation of (0.81), reflecting a lack of ability enhancement and awareness of new developments.

**Table 4: Significant Presence of Obstacles that hinder the efficacy of Quality Standards in enhancing the Academic performance of University Faculty in Saudi and Jordanian Institutions.**

M	Phrases	Yes		Kind of		No		Arithmetic mean	Standard deviation	Order
		as	%	as	%	as	%			
1	Lack of participation in the development of the strategic plan.	55	45.83	50	41.67	15	12.50	2.33	0.52	5
2	Lack of participation in the development of regulations and follow-up of undergraduate and postgraduate teaching.	60	50.00	54	45.00	6	5.00	2.45	0.47	3
3	Lack of faculty surveys when making decisions about academic programs.	68	56.67	52	43.33	0	0.00	2.57	0.52	1
4	Lack of investment of the results of his scientific research in the development of society	59	49.17	53	44.17	8	6.67	2.43	0.65	4



5	The lack of full commitment by the educational institution to quality development is achieved through effective leadership and broad participation..	58	48.33	58	48.33	4	3.33	2.45	0.62	3
6	Lack of contribution to formulating a clear vision for academic work	60	50.00	52	43.33	8	6.67	2.43	0.66	4
7	The university's lack of training programs for teaching skills	65	54.17	49	40.83	6	5	2.49	0.71	2
	The variable as a whole							2.45	0.79	High level

The preceding table (4) indicates a significant presence of obstacles that hinder the efficacy of quality standards in enhancing the academic performance of university faculty in Saudi and Jordanian institutions. The overall weighted average was (2.45) with a standard deviation of (0.79), categorising it within the high level range. Among the sub-statements, the most prominent indicator was the absence of faculty opinion surveys during

the decision-making process for academic programs. The highest score was recorded at an average of 2.57 with a standard deviation of 0.52, while the lowest indicators, specifically the lack of participation in the development of regulations and oversight of undergraduate and graduate teaching, received a score of 2.45 with a standard deviation of 0.47, potentially attributable to insufficient development and innovation.

**Table 5: The Results of the Fourth Question: What is the Relationship between Quality Standards and Personal Differences and the Academic Performance of the Teaching Staff in Saudi and Jordanian Universities?**

M	Phrases	Yes		Kind of		No		Arithmetic mean	Standard deviation	Order
		as	%	as	%	as	%			
1	Participate in the development of curricula and curriculum vocabulary.	50	41.67	44	36.67	26	21.67	2.20	0.5	7
2	Supervise messages and participate in their discussion.	55	45.83	54	45.00	11	9.17	2.37	0.54	3
3	Contribute to the activities of the scientific department.	60	50.00	48	40.00	12	10.00	2.40	0.56	2
4	Participation in community service programs.	62	51.67	47	39.17	11	9.17	2.43	0.61	1
5	Enable the faculty member to develop his academic performance	58	48.33	39	32.50	23	19.17	2.29	0.66	5
6	Exploits his abilities and potential to participate in community service programs.	56	46.67	40	33.33	24	20.00	2.27	0.71	6
7	Contribute to the preparation of research projects needed by community institutions.	59	49.17	42	35.00	19	15.83	2.33	0.85	4
	The variable as a whole							2.33	0.76	Intermediate level

The preceding table (5) clearly indicates a significant level of quality requirements and individual variances. The academic performance of faculty members in Saudi and Jordanian universities yielded a general weighted average of 2.33, with a standard deviation of 0.76, indicating a high level of achievement. Among the sub-phrases, the highest indicator was participation in community service programs, ranking first with an average of 2.43 and a standard deviation of 0.61. Conversely, the lowest indicator was the utilisation of abilities and capabilities to engage in community service programs, which ranked last with an average of 2.27 and a standard deviation of 0.71, potentially attributable to insufficient application or practical engagement.

## 5. RECOMMENDATIONS

- The necessity of continuous evaluation of the available content and capabilities and comparing them with international standards
- The need to establish specialized scientific centers within universities to develop the capabilities of faculty members.
- Providing cultural exchange between Arab and international universities and institutions to benefit from their experiences and exchange experiences.
- Developing the creative thinking skills of faculty members through holding workshops and training courses within the university.
- The need to adopt unified standards to

measure the quality of teaching performance of faculty members at the university level.

- The need to hold training courses for faculty members in order to train them on modern

methods of teaching.

- The need to train faculty members on the use of modern technology in the educational process.

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