

An evaluation of higher education according to the quality standards and academic accreditation 'a survey study of sample from the teachers of faculty of Science and Economy and Trade and Management in the University of skikda '

تقييم جودة التعليم العالي وفق معايير الجودة والاعتماد الأكاديمي "دراسة استطلاعية لعينة من الأساتذة بكلية العلوم الاقتصادية والتجارية وعلوم التسيير بجامعة سكيكدة"

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Abstract:

This study aims to light on the reality of the commitment of the skikda university to the standards of quality and academic accreditation depending on the descriptive and analysis approach, do a case study on the sample from the members of the committee of teaching in the faculty of economics in the University of skikda to design an an electronic report and distribute it on random sample composed of 80 committee teaching members and this study is based on Statistical package for social sciences SPSS to verify to the data test hypothesis and the result of the study if the skikda university are not committed to the quality standards and academic accreditation and this calles on finding an effective strategie to apply this concept on the university.

Keys words: Quality, Higher Education, Academic Accreditation, Skikda University.

JEL classification codes: B52 ; I23.

ملخص:

تهدف هذه الدراسة إلى تسليط الضوء على واقع التزام جامعة سكيكدة بمعايير الجودة والاعتماد الأكاديمي، حيث تم الاعتماد على المنهج التحليلي، ودراسة حالة عينة من أعضاء هيئة التدريس بكلية العلوم الاقتصادية، ومن أجل ذلك تم تصميم استبيان الكتروني وتوزيعه على عينة عشوائية تتكون من (80) عضو هيئة تدريس، كما تم الاعتماد على البرنامج الإحصائي (SPSS) لمعالجة البيانات واختبار الفرضيات؛ وقد توصلت الدراسة إلى أن جامعة سكيكدة لا تلتزم بتحقيق معايير الجودة والاعتماد الأكاديمي، وهذا ما يستدعي إيجاد إستراتيجية فعالة لترسيخ هذا المفهوم على مستوى الجامعة.

الكلمات المفتاحية: الجودة، التعليم العالي، الاعتماد الأكاديمي، جامعة سكيكدة.

تصنيف JEL: B52، I13.

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1- Introduction

There is no doubt that education is the starting point for nations towards the success and progress. But there has been a change in teaching through time, in the past and in the present and that's due to the enormous evolution of information and technology. Which obliged universities to search for new effective procedures to achieve excellency and creativity. And to use quality standards and academic accreditations to program a new generation of students that are willing to take responsibility of their actions and face the challenges implied by the labor Market in today's environment. this lead to an increase in the quality committes and accreditation in countries. And also the number of quality units in the universities structures, and the numbers of requests for this quality certification became of a great necessity for the whole world, where all universities seek this certification because of it's power and influence in a wide range in the academic life. This kind of certification requires an autonomous evaluation test applied on the performance of the university, and which is a collection of procedures made by the managers and the concerned members aiming to indentify strenght points and the possibilities to develop the performance of the administration ,the class, and the educational office ,and points that needed to be developed in a certain standard in order to enhance performance.

The problematic of the study

Although the quality standards need to be applied in higher education institutions especially the education unit which is the University. it also has to be applied in the other educational units going through all categories with it's scientific process. Institutions will only be granted with an academic accreditation after a quality test and the acceptance according to the limited standers of quality. In other words the academic accreditation ia a way of development which leads to the guarantee of the quality of performance in the educational institution and ongoing developing process to the end. this lead to the main question of this study which is: **to what extent do the faculty of economics and trade and management Sciences in the depend on the skikda university quality standards and the academic accreditation for the guarantee of the quality of higher education ?**

an under these question lies a series of sub questions :

- Do the faculty of economics and trade and management Sciences in the skikda university adhere on the quality standards and the academic accreditation for the guarantee of the quality of higher education?
- Are there a differences in statistically significant as an indication level of a ≤ 0.05 about the importance of university commitment to quality standards and then the academic accreditation were attributable to the demographic change (age, the scientific qualifications, rank, degree experience)?

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The study hypotheses

To achieve the aim of the study, we formulated the hypotheses, which we consider to be the most probable answers to the questions asked previously:

- The first main hypothesis: “the faculty of economics and trade and management sciences in the skikda university do not adhere to the standards of quality and academic accreditation to ensure the quality of higher education”;
- The second main hypothesis: “there is no difference that is statistically significant at an indication level ≤ 0.05 about the importance of the university commitment to quality standards and the academic adaptation were to the demographic change (age, the scientific qualifications, degree, experience)”.

The importance of the study

The study acquires its importance from the nature of the subject, which tackles the standards and academic adaptation. By discovering how much the teachers know the study and how important it is to achieve the high quality standards and the excellency in the educational progress to ensure a good quality in the university education considering the educational process as a complete system with all the elements which has it in and out and operation which follows the quality standards.

The objectives of the study

Generally the study aims to identify contemporary literature directly related to the study and to identify its intellectual contents to build a theoretical framework that contributes to the formulation of study hypotheses and study model, through:

- discovering the quality standards and the academic accreditation;
- discovering the reality of the faculty interest in the skikda university in general to apply the quality standards and academic accreditation;
- illustrating the nature of the arbitrary relation between the study variables by considering the appropriate statistical tool;
- providing some recommendation and suggestions based on new statistics and which should be addressed to the directors in particular.

The study domains

the study is concerned with those fields:

- **Subjective domain:** deals with the quality standards and academic accreditation;
- **Spatial domain:** deals with the faculty of economics and trade and management sciences in the skikda university;
- **The time line:** the study was made between 20 april 2020 and october 2020;
- **People domain:** the field study was made on sample, 80 individual.

Previous studies

The study of Mahmoud Yahia Said and others (2015) titled: Factors Related to the Collaborative Behavior Between the Quality Members of the Institutions of Higher Educational in Egypt: This study aimed on discovering the collaborative behavior of the quality and accreditation of the institutions of Higher Education in Egypt. Researchers adopted the descriptive method with observation from designing an identifying and distributing them on random samples composed of 120 members unit of quality and accreditation of the Egypt higher education institutions. the study arrived at a building a collaborative behavior scale of the unit members of the quality assurance and accreditations and in universities of Egypt. And which is composed on five factors (openness factors, acceptance, support, assistance, connection.)

The study of Mansour Bnu Aouid Al-kahtani (2015) titled: Internal Efficiency Indicators for Higher Education Institutions According to the Quality Standards and Academic Accreditation: Applied Study on King Khaled University: The study aimed at identifying internal efficiency indicators in higher education institutions in quality standards, and academic accreditation, and scientific tools were built which included five key criteria, and every criteria contains many indicators that measures it. The tool was applied randomly on the members of teaching committee of 487member on the faculties of King Khaled University. The study has proposed for the development of internal efficiency indicators in King Khaled University, where its aim and bass was discussed, and also the appropriate mechanism applied to achieve it according to the main criteria which is (university leadership, teaching curriculum and materials, students activities, tests and exams.) and also considering the struggles that may bother in achieving it and to be aware of it, and also some procedures were presented that my help at overcoming those obstacles.

Hussain Salem Majin study (2019) titled : “Describing the Academic Programs in Comparison to Improvement and Developement of the Educational Outputs in the Universities of Libya, Department Sociology - Literature Faculty- University of Tripol as a Model”: The study aims to imply a comparison between the relationship quality concepts and it's insurance. by emphasizing the importance of the building and application of description academic programs in Libyan universities as an input to the improvement and development of educational outputs. and the study also showed that idea of descriptive Academic Program from the Department of Sociology faculty of Tripole came as a suggestion by a researcher who its he head of the class. the study found the necessity to spread the Quality Culture and ensure it in classes and in the faculties of Tripoli University and also to work on enhancing the legislation and regulation that's oblige university leaders to abide by and guarantee quality programs.

Comment on previous studies

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the current study focus is on studying the role of measuring how far does Algerian universities adopt the quality standards and Academy accreditation to develop the quality of the outputs of the higher education, and the researchers received information from the studies before to choose research subject which considered a really important matter in the field of higher education and to enrich the study and to complete the theoretical aspect. and two unidentified the dimensions on which it will focus in quality standards and academic accreditation, researchers have benefited from previous studies in selecting search matrices. using the analytical descriptive approach because it is because it's closely studies the variables of This research. and they also benefited from the previous study to design a questionnaire, and what distinguishes the studies from the previous studies , it's vocabulary is applied on the Algerian universities and the community has assembled to be studied.

2- The theoretical framework of the variables of the Study

the recent approach of learning applies necessity that the learner needs to transcend the boundaries of the learning itself in order to learn, and this logic there had had to be some development and Waze and ways and evaluation tools in the learning process to ensure the quality of teaching programs and institutions. and that's made the discovery of what is called quality standards and academic equitation.

2.1- Higher education quality

Quality is defined as "perform the work correctly from the first time, relying on the beneficiary's assessment to know the Improvement of the performance"(Benoinisse & Benabou, 2015, p8).

the concept was firstly discovered in the Production domain and then was adopted by all other domains, to reach the educational institutions".

the researchers and committees did not agree on one definition about the quality of higher education, perhaps the most important is the outcome of the UNESCO 1998 Education Conference held in Paris. which defined it as " multi-dimensional perspective that should include education and its activities example: curriculum, educational program, scientific research and the students, buildings and facilities and providing community services for the local community, and internal self education, and determination of quality comparison standards which are in internationally recognized" (Abd elmaati, 2015, p2), and the educational quality defined as" The framework of quality in education proposed by Shank includes course design, course marketing, student recruitment, induction, course delivery, course content, assessment monitoring, and other miscellaneous and tangibles"(Kundu, 2016, p282).

the university is a part of the service institutions, it has to apply those same requirements, but to fulfill those demands there must be some conducive conditions (Belbla, 2016, p89):

- creating a working environment that constantly relevant to the quality application;
- sense the importance of training before and during the process;
- the importance of investing on the available human resources;
- the importance of structure and the forming of working groups;
- the importance of motivation for the workers;
- creating statistics database inside the educational sector;
- coordination between educational bodies and others has an integrated organization;
- pre and post work evaluation and it occasionally sector;
- base work on the studies based on reliable scientific researches;
- study other people's experiences and use them to the reality of our universities.

2.2- Academic Accreditation

the word Accreditation is a modern term. the use of this term in Arabic writing began with the beginning of the 1990 as a result of the widespread use of quality concept, The simplest definition provided by "CHIA" academic Accreditation is a review of the quality of higher education institutions and programs, (Tricia, 2015, p3).

Also known as a certification or a position given to the educational Institution. which provides specific criteria for the quality of Education, depending on the foundation to assess its own criteria when guaranteed the approval", and it's known also that" evaluation of the program in an institution that makes sure the program is commensurate with the level of the degree granted to it in accordance with the established International standards.

Higher educational workers need self assessment more than others. because of difficulty of there work and how it's connected with others the domains. given the constraints the domain, it was necessary to establish criteria for self-evaluation and to achieve the goals set out in those processes. Thus how to put an educational Institution programs cannot be guaranteed unless through quality standards and academic accreditation. these standers vary from University to University depending on the academic accreditation of its higher educational Ministers and in this study we have chosen some standards: the Universities vision and objectives, curriculum, facilities and equipment faculty members, students activities, tests and exams.

3- Quality of higher education according to academic accreditation standars

Quality can only be granted or achieved and even improved only through ongoing assessment , evaluation is a logical entry to ensure quality and improve it continuously and helps the institution to obtain certifications. Which gives it confidentiality and credibility to all deal with it and benefit from its services. And to achieve those long terms. certifications educational Institutions needs to

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keep on improving to try to its permanently, it may be logical that the solid start is to assess the current level of quality of academic programs to know the current level weak points which will help to suggest the development priorities and the appropriate improvements.

In general, the most known approach in many academic accreditation to introduce the so-called measurements of learning outcomes, and to assess the development of teaching in the learning process where the academic program is effective in creating graduates with the labor market and achieving the desired goals (Aatia & Zahrane, 2008, p6).

4- Methods and Materials

in order to achieve the objectives of the study, a description of the methodology and procedures followed, and the completeness of the study will be provided. In addition to analyzing the study's data, test hypothesis, and draw conclusions from calculations.

4.1- The Curriculum

in order to achieve to study's objectives, researchers have relied on the analytical descriptive approach. Which is the most appropriate approach for such research, which is based on studying the data produced at seminars and conferences. In addition to testing the research studies in the field of quality standards an academic accreditation into administrative literature, and trying to stop by it to determine the facts and concepts related to the study. and this helps the researcher to interact with phenomenes and practices by describing and analyzing them and throwing conclusions and evaluating hypothesis.

4.2- The Community and study sample

The study community is a member of the teaching staff in the faculties of economic and management and the trade Sciences in the skikda university .and due to the difficulty of studying all the faculties of the university, the study was limited to the Faculty of Economic, Commercial and Management Sciences, as the study included: Department of Management Sciences, Department of Commercial Sciences, Department of Economic Sciences, Department of Financial Sciences A random sample of (100) research professors was selected, where the questionnaires were distributed to them, and (90) questionnaires were retrieved (90%), and after examining the questionnaires, none of them were excluded due to the fulfillment of the conditions required to answer the questionnaire. For the study (80) questionnaires.

And we will try to represent a description of the personal characteristics the study's sampel as follows:

- That the majority of the sample were males more than (55%), while females were just (45%), and this reflects exactly the community, where males category got the same percentage the community sample reached;

- as for the age variable: the largest percentage of age between 31 and 41, and less than which reached (58.75) and (47.5), and the least was for those who were above 50 years old;
- and according to scientific qualification variable, we recorded that the largest sample is for the doctoral qualification by (71%), and the master were the least in this category, It is noted that these results correspond to the results of the life-changing master's degree;
- as for rank variable, we find the age change is well suited to it, we recorded a higher proportion of the professor in the rank of a lecturer by (31,25%) from the sample. And the equality between a professor of category "B" and a professor of higher education. and that largely reflects the community too, and dominant category in the community was represented at the rank of lecturer rank "A";
- as for experience variables, it's also largely reflected on the rank variable, observations through table that the largest who worked less than 5 years is (46.25%), And those who worked more than 5 years, which reached 19 teacher category of the sample, and this may be due to previous variables.

4.3- Study tool

the researchers designed a questionnaire as a tool for collecting initial data that was used as a tool for the study. It was based on its design precision and on the rules and assets needed to formulate its questions, and it was divided into sections the first contains the general statistics of the community and it's made of 5 paragraphs (gender, age, scientific qualifications, rank, experience), and the second section contained quality and academic accreditation for universities which is 42 paragraphs.

the scale scores are divided by 5 degrees on Likert scale (1. strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, (5) strongly agree).

4.5- The accuracy of the study sample answers

The accuracy of the questionnaire it measures what it's designed for, and the researchers confirmed the questionnaire's accuracy through:

4.6- Jury credibility

before distributing the questionnaire on the study sample that has been adjudicated by groups of competent arbitrators to give their opinion on the tool in relation and extent it belongs to the interlocutor that listed below and to check the linguistic integrity.

And its suitability to the questionnaire have been modified and canceled. This the questionnaire was produced in its initial form to be applied to the sample of the study.

4.7- Structural honesty through the connection between overall average of the tool and axis

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Pearson's correlation coefficient was used to link to verify the truth construction between the average axis and the total average of the tool, this is illustrated in the following table (2).

The table (2) shows that the value of Pearson Correlation coefficient are good according to axis and the tool in general as for the moral correlation coefficient indicative level (5%) and the moral reached $\alpha \leq 0.05$.

4.8- The accuracy of the answers of the study sample

The questionnaire stability means that the questionnaire gives the same even if it is retested in the same conditions and circumstances, which means the stability of the results of the questionnaire and not changing significantly. as it was redistributed to sample individuals several times during a certain period of time. The stability of the study questionnaire was verified by Cronbach Alpha coefficient, as the table illustrates.

Alpha coefficient calculation a total stability of the coefficient and the connection paragraphs as a whole as a parameter of each axis, as the stability coefficient for all axis exceeded 0.06 as also the coefficient has reached 0.947 which indicates the questionnaire has a high degree of stability. This reassurance researchers to apply it on all study's individuals sample.

4.9- Normality distribution test

through doing Kolmogoro-Smirrov test it turned out that the level of significance each access is more than 0.05 ($\text{Sig} \leq 0.05$) which indicates that the data follows the normal distribution and this is illustrated in the table below.

5- Results and discussion

5.1- Analysis of the study results discussion and interpretation

This section includes detailed analysis of the 42 items of the questionnaire. Where researchers used the percentage and Arithmetic Averages standard deviation in the analysis. and it was decided to degrees according to Likert scale. the calculation of Arithmetic average, and to analyze the study results. The arithmetic average was calculated and the standards deviation(quality, standards the academic accreditation for the universities) as the sample individuals see it.

The table (4) above results indicate that the responses of the sample individuals were not significantly different regarding the commitment of the faculty of economics management Sciences and skikda university, with the quality standards and academic accreditation. As it turned out that the Level of the University commitment to the quality standards and academic accreditation came in a medium degree. and the average score was (2.87) and the standard deviation(0.628) .which indicates perception of individuals of the study sample to the degree of the application of the quality standard and Academy accreditation in the skikda university was average .The general for this Dimension indicates and average positive acceptance by individuals of the study sample towards this object.

as for the sub-variables that measures the the quality standers and Academic accreditation. The evaluation criteria and exams ranked first an average score(3.2). and the standard deviation(0.558). And this is due to the fact that the faculty members are required to provide department heads with reports on the teaching of each of of the courses. Followed by the leadership of University and its objectives with an average score(2.94) and standard deviation(0.713). And then the curriculum standard with score(2.93), standard deviation(0.804). Followed by facility and equipment standard average score (2.87), standard deviation(0.857), which indicates that skikda universitiy do not possess the needed equipment and facilities to support the learning and teaching process and research for the faculty members and graduates students, and last but not least were the members of teaching standard the 5th Place averag score(2.60), standard deviation(0.815) and this due to the absence of the faculty members in participation in scientific research activities in their field specialization and the last was students activities with an average score(2.62) and standard deviation(0.789) and this shows the poor relation between the administration and the faculty members for teaching to offer enough occasions to develop professional and academic skills. Plus to motivate them to join activities develop a performance quality of teaching.

And the general average score for these Dimensions indicates an average positive acceptance by the members of study samples towards commitment to each dimension, also the standard deviation of these parameters and approximate dimensions.

5.2- Analyzing the results of the study and hypothesis

This aspect focuses on testing hypothesis that the skikda universitiy commitment to the quality standard and academic accreditation which aims to achieve excellency in the areas of quality and development.

5.3- First main hypothesis test

- H_{01} : " the faculty of economics and trade and management in skikda universitiy did not adopt the quality standards and academic accreditation to ensure quality of higher education”;
- H_{11} :" the faculty of economics and trade and managment in the skikda universitiy are committed to guarantee the quality of higher education".

The hypothesis is based on comparison, the average score of all the answers that extent commitment of the faculty of economic and trade and management at the skikda universitiy achieve the quality and academic accreditation arithmetic avareg of the tool (3), where the (t) test was used in each case o the sample or what is called (One Sample T-test).

We can observe from the table (5)above that the average mean of the sample concerning how much the skikda universitiy are committed to the quality standards and academic accreditation reached (2.87) with a standard deviation of (0.628). And the (t) value calculated (1.789) of a statistical significance at a significant level reached (0.077) avarege between the practical

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and theoretical and from that the Null hypothesis is accepted and the rejection of the alternative hypothesis which says that the faculty of economic, trade and management sciences in the skikda university are not committed to the quality standards and academic accreditation to guarantee the quality of higher education.

5.4- The second main hypothesis test

- H_{02} : " there is no difference in the statistical signification at an indication level $\alpha \leq 0.05$ about the importance of the commitment of the faculties of economics , trade and management sciences in the skikda university with the quality standards and the academic accreditation due to the demographic changes (age, the scientific qualifications, degree, experience);
- H_{22} : "there is a difference in the statistical signification at an indication level $\alpha \leq 0.05$ about the importance of the commitment of the faculty of economic , trade and management sciences in the skikda university with the quality standards and the academic accreditation due to the demographic changes (age, the scientific qualifications, degree, experience).

to test this hypothesis we will use One Way Anova analysis to the Natural distribution.

The table (6) above shows that there are no statically significant differences at the level ($\alpha \leq 0.05$) in the variable quality standards and academic accreditation of the study sample is attributed to variable (age, scientific qualifications, rank, experience) and this is because the level of the test function for the axis was (0.683), (0.436), (0.465), (0.790) and it's higher than the indication value $\alpha = 0.03$, which means that answers were not influenced by age, rank, experience and scientific qualifications of respondents regarding quality standards and academic accreditation.

6- Conclusion

The commitment of universities to the standards of quality and academic accreditation has become one of the most recent topics that have developed debate among the scientific and academic community. This concept is a criterion of discrimination and superiority and is demonstrated by its contribution to push the university towards development in the educational track and the quality of its programs. And we will describe below the main findings of the study.

6.1- Findings of the study

in the light of what we saw, we can summarise the study's results on reality of the adoption of the Algerian universities on quality standards and academic accreditation that have already been Analysed in the following points:

- Quality standards and academic accreditation are a modern management approach designed to provide assistance to university officials to guarantee the quality of the higher education by ensuring the quality of the educational

programs and institutions specially in the area of planning , review and quality improvement strategy, and this is because the academic accreditation system is closely linked to the quality system of higher education, where the academic accreditation is a measure of quality. And university with the academic accreditation can apply the standard of quality. And in this context, the results of the study showed that the level of commitment of the skikda university and specially the faculty of economic sciences in those standards were average with the average score reached (2.87), And this result shows that the skikda university are not committed to those standards, and for that we accept the first hypothesis;

- Finally, the study results showed that there are no statistically significant difference on quality standard and the academic accreditation for the teaching members committee to variables (age , rank, scientific qualifications, experience.)

6.2- Recommendations of the study

According to the findings of this study , some recommendations and suggestions maybe made as follows :

- encouraging Algerian universities to adopt the philosophy of quality assurance as an administrative method through dissemination of quality standards that are universal in education, and also through conferences, seminars , and workshops ;
- Academic accreditation standards are an effective indicator the quality of the educational institution. Therefore, the university and departments must define quality standards and academic accreditation which are compatible with discipline of economic, trade and management sciences and then design and build their own strategy in particular ;
- skikda university should create an enabling environment for the learning and educational process that aims to attract students, and this through participating in several student activities along with an enhanced attention to these activities by providing advanced training programs in educational process ;
- Improving modern management techniques of dealing with faculty members and students by involving them in the co-decision process as well as increasing trust, respect and interaction among them ;
- Faculty members of the skikda university should participate in scientific research activities to ensure their awareness of all updates in their specialization's field with a crucial implication for their teaching performance ;
- Encouraging faculty members to follow-up research interests and to disseminate results and conclusions of scientific research in order to promote learning and education ;

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- Suitable strategies should be applied to support the ongoing improvement of learning and education quality by providing training programs that aim to develop faculty members skills. This programs should include an effective use of the Advanced Technologies ;
- Skikda university ushould continuously measure and evaluate their programs and should adopt the concept of continuous evaluation, which contributes to the development of their educational programs and services ;
- Skikda university should create quality culture and academic accreditation between the employees and faculty members. This is achieved through disseminating the culture of social awareness of the value of quality, in addition to choosing work leaders at all levels according to the principle of competence and experience standard ;
- The need to develop syllabuses as a crucial standard for ensuring quality and academic accreditation through the consistency of the message and the objectives ;
- The need to emulate the leading International University institutions in the field of quality and academic accreditation in terms of how self-assessment concepts are disseminated within the institution's strategy ;
- The competent authorities should make further efforts to build and disseminate quality Culture by focusing on standards, foundations and key component to build and promote the application of this concept.

7- Appendices:

Table 1 :The Distribute of the Study Sample According to Personal Data

		REPETION	PERCENTAGE
Gender	MALE	44	55
	FEMALE	36	45
Age	LESS THEN 30 YEARS	38	47.5
	41-31 YEARS	47	58.75
	41-50 YEARS	12	15
	OLDER THAN 50	3	3.75
Scientific Certification	DOCTORAL STUDENTS	19	23.75
	MASTER	4	5
	DOCTORAL	57	71.25
Rank	TEMPORARY PROFESSOR	24	30
	ASSISTANT PROFESSOR RANK B	4	5
	ASSISTANT PROFESSOR RANK A	13	16.25
	LECTURER RANK B	10	12.5
	LECTURER RANK A	25	31.25
Experience	HIGHER EDUCATION TEACHER	4	5

	LESS THAN 5 YEARS	37	46.25
	FROM 5-10 YEARS	24	30
	MORE THAN 10 YEARS	19	23.75
Totale		80	100%

The source: Prepared by researchers based on SPSS program output.

Table 2 : Pearson Correlation Coefficient of axis and the tool in general

Report		AXIS(1)	AXIS(2)	AXIS(3)	AXIS(4)	AXIS(5)	AXIS(6)	AXIS(7)
Tool	Person coefficient	0.854	0.827	0.874	0.909	0.743	0.762	1
	Significance Level	0.000	0.000	0.000	0.000	0.000	0.0000	

The source: Prepared by researchers based on SPSS program output.

Table 3: The Stability of the Questionnaire Cronbach Alpha Coefficient

AXIS	FIELD	PRAGRAPHS	CRONBACH COEFFICIENT
FIRST AXIS	UNIVERSITY LEADERSHIP AND GOALS	8	0.820
SECOND AXIS	CURRICULUM	6	0.840
THIRD AXIS	FACILITIES AND EQUIPMENT	7	0.837
FOURTH AXIS	TEACHING COMMITTEE STAFF	7	0.854
FIFTH AXIS	STUDENTS ACTIVITIES	6	0.783
SIXTH AXIS	EVALUATION AND EXAMS	8	0.616
THE WHOLE STUDY	TOTAL DEGREE	42	0.947

The source: Prepared by researchers based on SPSS program output.

Table 4: Normality Distribution Test (One-sample Kolmogoro-Sminnov Test)

RAPORT	Z VALUE	Significance level
FIRST AXIS	0.663	0.772
SECOND AXIS	0.756	0.616
THIRD AXIS	0.692	0.725
FOURTH AXIS	0.765	0.602
FIFTH AXIS	0.696	0.718
SIXTH AXIS	0.759	0.612
ALL PARAGRAPHS	0.590	0.877

The source: Prepared by researchers based on SPSS program output.

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Table 5: the Arithmetic and the Standard Deviation of the Self-evaluation Criteria Variable

AXIS	STANDARDS	AVERAG SCORE	DEVIATION STANDARD	RANK	COMMITTME LEVEL
01	UNIVERSITY LEADERSHIP AND GOALS	2.94	0.713	02	MEDIUM
02	CURRICULUM	2.93	0.804	03	MEDIUM
03	FACILITIES AND EQUIPMENT	2.87	0.847	04	MEDIUM
04	TEACHING STAFF MEMBERS	2.66	0.815	05	MEDIUM
05	STUDENTS ACTIVITIES	2.62	0.789	06	MEDIUM
06	EVALUTION AND TESTS	3.20	0.558	01	MEDIUM
....		2.87	0.628	MEDIUM

The source: Prepared by researchers based on SPSS program output.

Table 6: One Sample T-test

Variables	Test Value= 3					
	Number of viewers	Median	Mean	T	DF	Sig
First pragraphs Hypothesis	80	2.87	0.628	1.789	79	0.007

The source: Prepared by researchers based on SPSS program output.

Table 7: Analysis of variance and sums of squares degrees of freedom(DF) mean squares and the value of "F" for the variables (age, scientific qualifications, experience) with One Way Test

	Variable	Source of variation	Sums of Squares	Df	Mean Squares	F	Sig	Significant Level
Age	Quality Standars and academic Accreditation	Between the Groups	0.067	1	0.168	0.168	0.683	No Significant Level
		Inside the Groups	31.090	78	0.683			
		Total	31.157	79				
Scientific Qualification	Quality Standars and academic Accreditation	Between the Groups	0.243	1	0.243	0.614	0.636	No Significant Level
		Inside the Groups	30.913	78	0.396			
		Total	31.157	79				
Rank	Quality Standars and academic Accreditation	Between the Groups	0.205	1	0.205	0.516	0.475	No Significant Level
		Inside the Groups	30.952	78	0.397			
		Total	31.157	79				

Experience	Quality Standards and academic Accreditation	Between the Groups	0.028	1	0.028	0.071	0.790	No Significant Level
		Inside the Groups	31.028	78	0.399			
		Total	31.157	78				

The source: Prepared by researchers based on SPSS program output.

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