



NATIONAL CENTER FOR EDUCATIONAL  
RESEARCH AND DEVELOPMENT

# **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Prepared by  
**Ghadeer Abdullah Al-Fehaid**  
**Prof. Dr. Salah El Din Abdel Aziz Ghoneim**

الناشر

المركز القومي للبحوث التربوية والتنمية بالقاهرة

جمهورية مصر العربية يناير ٢٠١٦ م

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin  
Saud Islamic University in the Light of Academic Accreditation Standards**

---

---

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Ghadeer Abdullah Al-Fehaid

Prof. Dr. Salah El Din Abdel Aziz Ghoneim

### **Abstract:**

The study aimed at determining the degree of availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University from the viewpoint of the male and female students and the staff members in the educational postgraduate programs at the university. In addition, the study aimed at submitting proposals for development of those programs in the light of the academic accreditation standards.

The study used the descriptive analytical approach. The study population consisted of the male and female students and the staff members in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University. The study sample consisted of 210 students and 32 staff members who represent the study population. The outstanding result is that the academic accreditation standards in the postgraduate programs are moderately available.

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Ghadeer Abdullah Al-Fehaid

Prof. Dr. Salah El Din Abdel Aziz Ghoneim

### **Introduction:**

The current era is characterized as a fast and variable era of knowledge. It is marked by the interdependence of the world, its interaction, the expansion of the scope of relationships and services therein, and the use of technology in all fields. These variables have been reflected in the institutions which made it a must to compete on the local, regional and international levels in the world which is turned by globalization into a small village. In so doing, this competition is reflected in all forms and levels of education as being one of the important service sectors that are difficult to miss. In the last two decades of the twentieth century, the global interest in the quality of education and learning increased that the reports of UNESCO indicate the decrease in levels of quality which is evident in the low level of educational product (Mustafa, 2009, p17). Al-Zaher (1427, p 96) has reported that these types of education require quality programs in academic university institutions. Many countries feel that the economic and cultural future is related to the quality of the university education level.

If education is generally regarded as an industry that works on developing the wealth of nations, the higher education provided by the universities is considered as the finest of this industry. This makes it imperative for those who support it to develop and to strive for its improvement, especially the postgraduate programs (Tamam and Al Toukhi, 2007, p 511).

Zian (2007, p 295) confirms that the challenge facing postgraduate studies, especially on the doctoral level, has

increased significantly. Through a review of a large number of studies, all of them confirm the importance of applying an academic accreditation regulation in improving performance and programs of the educational institutions.

The current era is based on the principle of competitiveness and imposes change, so this development must be based on correctly established methodology that achieves the objectives of comprehensive quality, achieved by the academic accreditation standards. These standards are the most effective ways to reform and improve those programs, since they rely on other neutral bodies from outside the educational institution. Hence, emerges the need to take the academic accreditation as an input to the development of higher education programs at Al-Imam Muhammad Bin Saud Islamic University as one of the most effective inputs.

#### **The problem of the study:**

Despite the active efforts to develop the educational programs in general and to develop the postgraduate programs in particular, there are many studies that indicate the deficiency in the postgraduate programs. As Al Harbi (1998, 126) pointed in his study that the quantitative expansion of the university education, without being accompanied by the provision of supplies and improving the qualitative aspects, led to a decline in the level of performance. The statistics indicate that the higher education in the Kingdom of Saudi Arabia expanded tremendously in quantity over the past decade, which reached 24 government university according to statistics of the Ministry of Higher Education for the year 1433 H. These universities absorbed 898.251 male and female students in various levels, and employed 45.593 staff members (Ministry of Higher Education, 1433 H). Regarding the postgraduate programs, Alsubaie study (1427H, 168) concluded that there is a decrease in the quantitative performance of the postgraduate programs in

## Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards

the universities and in the female student colleges in Saudi Arabia.

Althobeiti study (1432H,228) found that the programs of the educational administration suffer from a number of problems represented in: the admissions processes are rarely based on the present and future needs of the community; the number of admissions does not suit the capacities of the department; the link between the goals and the developmental plans of the community is weak, and the intake of the newly developed scientific teaching methods is low. Al Qarni study (1432H, 265) mentioned that the availability of the requirements of the academic accreditation for the postgraduate programs is weak, and that makes it necessary for the universities to fulfill those requirements. Based on the study conducted by Al Dawood (1426H, 131), the results confirmed the need to implement the requirements of improving the conditions of the postgraduate studies and to develop and adapt their programs to meet the requirements of the labor market and for the expansion and diversification in those programs. That emphasizes the need to adopt high quality standards for the development of the postgraduate programs at the university. Based on the above, the problem of the study is determined in the following: How to develop the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University in the light of the academic accreditation standards.

### **Questions of the study:**

Based on the problem of the study, the study proceeds to answer the following questions:

1 – To what degree are the academic accreditation standards available for the themes (mission, goals and objectives - teaching and learning - the student affairs and support services administration - learning sources - facilities and equipment - scientific research - the relationship with the community) in the educational postgraduate programs at Al-Imam Muhammad Bin

---

Saud Islamic University, from the viewpoint of the male and female students of the educational higher studies at the university?

2 – To what degree are the academic accreditation standards available for the themes (mission and goals - program management - quality assurance program management - teaching and learning - the student affairs and support services administration - staff members - learning sources - facilities and equipment - scientific research - the relationship with the community) in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, from the viewpoint of staff members of the educational higher studies at the university?

3 - Are there any statistically significant differences between the views of the students about the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, due to the variables (gender - phase - specialization - the institution of the Master's degree for doctorate students)?

4 - Are there any statistically significant differences between the views of the staff members about the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, due to the variables (gender - specialization - scientific rank - years of experience)?

5 - Are there any statistically significant differences between the views of the individuals of the two samples about the availability of the academic accreditation standards in the educational postgraduate programs for the themes (mission, goals and objectives - teaching and learning - the student affairs and support services administration - learning sources - facilities and equipment - scientific research - the relationship

## Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards

with the community) at Al-Imam Muhammad Bin Saud Islamic University attributed to the difference in the study sample?

6 - What are the proposals for developing of the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University in the light of the academic accreditation standards?

### **Objectives of the study:**

1 – To know the degree of the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, from the perspective of male and female students in the educational postgraduate programs at the university.

2 - To know the degree of the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, from the perspective of the staff members in the educational postgraduate programs at the university.

3 - To submit proposals for developing the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University in the light of the academic accreditation standards.

### **The importance of the study:**

1 - The theoretical importance: this study comes in response to a number of studies and conferences, such as (Al Harbi, 1431H) study, and the recommendations of the symposium of higher studies at the universities of Saudi Arabia in 1422H. The recommended the need to develop the postgraduate programs and to achieve the academic accreditation standards. They also highlighted the concept of the academic accreditation and its applications and the need to apply it as one of the factors of development. In addition, they dealt with the experiences of the Saudi universities in the field of academic accreditation to make use of them, and to provide the Arab library in general and to the education in particular with literature about ways to develop



---

the educational programs and postgraduate programs in the light of the academic accreditation standards.

2 – The applicable importance: the results and the recommendations of this study will contribute in providing those who are in charge of the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University with a realistic image about the quality of these programs, introducing a number of proposals and solutions to develop the educational postgraduate programs in light of the academic accreditation standards, and facing their difficulties.

**The limits of the study:**

1 -The objective limits: the objective limits in this study are confined to identify the degree of the availability of the academic accreditation standards in the educational postgraduate programs, and the means of their development in the light of the academic accreditation standards.

2 – The human limits: the male and female students enrolled in the educational postgraduate programs in the academic year 1432/1433 H, and the staff members in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University.

3 – The spatial limits: the educational departments in the Faculty of Social Sciences at Al-Imam Muhammad Bin Saud Islamic University.

4 – The temporal limits: this study was implemented in the second semester of the university academic year 1432 / 1433H.

**Methodology of the study:**

In light of the nature of the current study, the study used the descriptive analytical approach.

**The population of the study:**

The population of the study consisted of two categories: the first category is the male and female students in the

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

educational postgraduate programs for the doctoral and master's grades, enrolled in the second semester of the academic year 1432/1433 H, at Al-Imam Muhammad Bin Saud Islamic University. The second category is the staff members who hold the rank of assistant professor, associate professor and professor in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University and teach in the postgraduate programs in the same academic year 1432/1433H.

### **The sample of the study:**

The sample of the study is composed of (210) students, and (32) staff members.

### **The Tool of the study:**

In light of the problem of the study and its objectives and methodology, the study used a closed questionnaire as a tool to achieve the goals, and collect the information, as it is suitable for the nature of the study, its subject matter, and its sample. The questionnaire for the postgraduate students included seven themes in (60) phrases, and the questionnaire for the staff members included ten themes in (93) phrases. The responses of the individuals of the sample had been designed according to the quartet gradient, which measures the degree of the availability of the standard in all themes: significantly available - moderately available – poorly available - not available at all.

### **Theoretical Framework:**

#### **1: Academic Accreditation**

##### **1.1: Definition:**

The academic accreditation is defined in general as a process carried out by the prestigious institutions to evaluate their programs or services and prove that they are up to the level of quality and performance standards set by the responsible authorities (Faqi, 2010, 661). (Damanhori, 2011, 110); and (Toiqat, 2009, 332) stated that accreditation is an optional process which is initiated by the educational institution itself in order to evaluate its performance by non-governmental

---

bodies. Accreditation enables them to reach international performance standards in a given time period to achieve the required targets in accordance with the standards of those organizations or non-governmental bodies through the precise review of its programs and checking their correspondence to the terms and standards.

The idea of the academic accreditation had emerged as voluntary cooperation between the universities and secondary schools in the United States in order to improve the educational situation. It began in 1871 as an initiation from the staff members of Michigan University which aims at ascertaining the level of efficiency in secondary schools so as to allow their graduates to pass the acceptance tests at the university. Accreditation has been developed latter until become in the form of bodies and associations of regional academic accreditation for a number of States (Saig, 2007, 8).

1.2: Justifications for the application of the academic accreditation:

As a result of the emergence of many international and global variations, whether technological or economical, and the tendency of the world for the globalization of higher education, the world's attention turned to the importance of the accreditation system, and the need to be taken as one of the suitable accesses for the development and achievement of quality through a number of justifications which are stated by; (Abdul Muttalib, 2005, 131), (Al Nabawi, 2007, 17), (Ahmad and Hussein, 2009.21-22), (Mageed and Al Zayat, 2008.92 - 93), and (Amin and others, 2009, 719) as scientific and technological progress, economic variations, and the changes in the requirements of the labor market, in addition to the multiplicity of the problems of higher education.

Through reviewing a number of studies concerning the academic accreditation, which dealt with their objectives, such

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

as the study of Amin and others (2005, 711), Mohammed and Quarni (2005.302), Al Khatib (1424, 159); and Ali and Abdel Aal (2007, 156 - 157), all stated that the objectives of the academic accreditation are summarized in the following points:

- 1 - To verify the quality of the scientific and educational level of the institution and its commitment to a number of regulations and standards.
- 2 - To support and encourage higher education institutions to carry out periodic audits to ensure continuous improvement.
- 3 - To provide information about the type and level of the provided programs to review them with full credibility.
- 4 - Documenting the principle of accountability for the universities by reviewing sources of funding and expenses.
- 5 - To ensure that the educational institutions utilize their sources to the optimum in achieving their objectives.
- 6 - To achieve high levels of quality and efficiency in the various tasks and responsibilities.
- 7- To provide care and support to the educational institutions and help them for continuous improvement.
- 8- To grant higher education institutions and academic programs a privileged position in the society.

### 1.3: Types of the academic accreditation:

Al Dahshan (2007.125-126) stated that accreditation can be classified according to two categories; classifying accreditation according to accreditation characteristic and accreditation subject.

A lot of literature and studies tend to divide the academic accreditation into two sections; specialized accreditation (programmatic) and institutional accreditation, such as the studies of Al Nagar (2008, 801), Taima (2006, 11), and Gummah and Mohammed (2009, 428). The study of Ali and Abdel Aal (2007.160-161) added that accreditation is divided into two main sections; institutional accreditation and

programmatic accreditation, where the professional accreditation is ramified from the programmatic accreditation.

The current study agrees with a number of studies, such as the study of Amin and others (2005.707-709), al-Banna and Amara (2005, 207), Al Mahdi (2009, 67), and Olimat (2009.67-68) that accreditation can be divided more specifically into three sections, namely the institutional accreditation, the programmatic accreditation, and the professional accreditation.

#### 1.4: The stages of accreditation:

(Olimat, 2009, 72) summarized the stages of the academic accreditation in four stages according to the following figure:

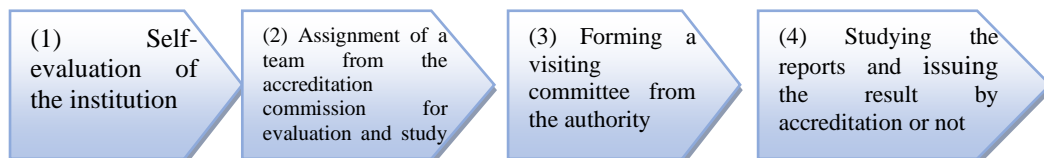


Figure (1)

#### The Stages of Academic Accreditation

#### 1.5: The Academic Accreditation Authorities:

The second half of the twentieth century exhibited a remarkable development in the mechanisms used to assess the educational institutions and an expansion in the academically accredited institutions. That had resulted in the increase in the variation among the institutions.

Al Abad (1429H, 68 - 69) stated that the tasks of recognizing the organizations, which carry the academic accreditation in the U.S., are the responsibilities of the U.S. Department of Education (USDE) and the Council of Higher Education Accreditation (CHEA). That means the organization which grants academic accreditation is also a subject to review and evaluation of its activities and qualifications by (CHEA)

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

and (USDE) in order to make sure of its eligibility. Muhammad and Qarni (2005, 307) stated that the accreditation systems vary in accordance to the institution, its activities, and its type. In the United States, there are three accreditation bodies: the regional accreditation organizations, the national accreditation organizations, and the specialized professional accreditation organizations for accreditation of programs. The study of Abdul Aziz and Hussein (2005, 541) added that there are a number of terms that must be available in the authority of academic accreditation, such as: clear and specified objectives, having a team of experienced and efficient specialists in the field of evaluation to create a number of standards that the authorities depend on to accredit the desiring institutions, and introducing standards to ensure accountability, in addition to the need within these bodies for mechanisms for internal audit and self-evaluation to ensure their ability to continue.

Saegh (2007, 9) assures that the academic accreditation authorities practice their activities according to clear objectives. Despite the different objectives among the authorities, they all agree on a general objective which is ensuring the quality of the academic programs.

### **1.6 The National Commission for Academic Accreditation and Assessment in Saudi Arabia (NCAAA):**

On the basis of the importance of quality in supporting the developmental processes within the educational institutions, it is necessary to have a reference authority that supports and promotes the efforts of the centers of excellence in universities and educational institutions. So, it has been approved by the decision of the Council of Higher Education to establish the National Commission for Academic Accreditation and Assessment (NCAAA) in 1424H (2003G), which enjoys the administrative and financial independence under the supervision of the Higher Education Council, which is the

---

responsible authority for the affairs of academic accreditation in higher education institutions.

This commission aims at improving the quality of private and government higher education and providing codified standards for the academic performance in universities {Ministry of Higher Education, 1431H.

The Commission aims at:

- 1- Ensuring the availability of good international standards for all institutions of education above secondary level and in all programs offered in the Kingdom of Saudi Arabia as a key objective.
- 2- Stimulating the educational institutions to establish systems of quality assurance through transformational stages.
- 3- Stimulating the educational institutions to establish systems for internal quality assurance standards, which ensures a high level of quality in the eleven targeted fields (system quality Assurance and Accreditation in Saudi Arabia, 2008, 4).

The National Commission for Academic Accreditation and Assessment communicate with educational institutions and universities through the centers of quality assurance. It has also developed a number of standards to ensure the quality of higher education institutions and adoption. These standards cover ten general fields of the activities of these institutions, which are: (vision, objectives and goals, authority and administration, quality assurance management and improvement, learning and teaching, supporting students services, learning resources, facilities and equipment, planning and financial administration, recruiting processes, scientific research, and the institution/society relationship) (Quality assurance system and academic accreditation in the Kingdom of Saudi Arabia, 2008, 15-16).

1.6: The academic accreditation standards:

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Most of the Arab and international academic accreditation commissions agree in their standards to evaluate the performance of universities based on their objectives. The Arab commissions tend specifically to develop a number of standards that harmonize with the real Arab environment, its values and characteristics. Most of the literature has addressed the academic accreditation standards according to ten themes, based on number of Arab and international academic accreditation commissions. Toiqat (2009, 334), Ahmed and Hussein (2009.41-48), Mohammed and Qarni (2005.314-319), Al-Banna and Amara (2005.280-289), Gedor (2009.849), and Mageed and Al Zayadat (2008.283-290) stated a number of standards and indicators, which compose the educational environment as follows: mission and objectives - programs and academic courses - staff members - students and admission systems - teaching and evaluation methods - management and planning - scientific research - community service - sources of the institution – and the ethics of the institution.

### **2: Educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University:**

The higher education in the Kingdom of Saudi Arabia emerged with the establishment of the first college, the College of Sharia in Mecca in 1369H, followed by the Teachers Training College in 1372H, which belongs to the Ministry of Education. Then, there was successive establishment of colleges and institutes.

In 1395H, the Ministry of Higher Education was established to oversee the institutions of education beyond the secondary level. The emergence of the postgraduate programs was in the beginning of 1385H at Al-Imam Muhammad Bin Saud Islamic University, as the Higher Judicial Institute represented the first educational institution offering postgraduate programs.



The Higher Judicial Institute granted twenty-two students for master's degree in the academic year 1388 – 1389H. Regarding the doctorate degree was to be granted after the submission of the student to a research approved by the Board of the Institute and the first Ph.D. had been awarded in the year 1400 H (Dawood, 1426H (2005G), 100).

The Department of Education at Al-Imam Muhammad Bin Saud Islamic University had been opened in the year 1401H as one of the departments of the Faculty of Social Sciences, which was opened in 1396H. The most prominent task of the department was qualifying educationally the undergraduate students in various departments. The department awarded master's and doctorate degrees in four specializations among the departments of administration and educational planning, the department of pedagogy, the department of curricula and teaching methods, and the department of special education, in addition to diplomas and training courses for the managers of elementary, intermediate and secondary schools, and training sessions for educational supervisors (Faculty of Social Sciences, 1433 H).

### 3: The procedures and results of the field study:

4.1 characteristics of the individuals of the study sample:  
Table (1) shows the distribution of the individuals of the study sample as follows:

	specialization	number	Percentage
Postgraduate students	administration and planning	84	40.0%
	curricula and teaching methods	55	26.2%
	pedagogy	31	14.8%
	Islamic education	40	19.0%
	Total	210	100.0%

Category	number	Percentage
Professor	2	6.2%

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Associate Professor	10	31.3%
Assistant Professor	20	62.5%
Total	32	100.0%

It appears that the students of administration and planning formed (40%) of the students, due to the large number of students in the Department of Administration and Planning, followed by the students of curricula and teaching methods by (26.2%), followed by the students of Islamic education by (19%), followed by the students of pedagogy by (14.8 %). Regarding the staff members, the category of professors with the rank of assistant professor formed most of respondents by (62.5 %).

**4.2 The first question:**

To what degree are the academic accreditation standards available for the themes (mission, goals and objectives - teaching and learning - the student affairs and support services administration - learning sources - facilities and equipment - scientific research - the relationship with the community) in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, from the viewpoint of the male and female students of the educational higher studies at the university? To answer the first question, frequencies, percentages, mathematical averages, standard deviations, and the ranks of responses for the study sample were calculated and the most prominent results were summarized as follows:

**4.2.1 Regarding the outcome of the theme (mission, goals and objectives):**

It is clear that the academic accreditation standards for the mission, goals and objectives in the educational postgraduate programs from the perspective of the students were available to a medium extent, and the most prominent results are represented in this theme as follows:

•The educational postgraduate students see that the mission of the educational postgraduate programs derived its content from the religious and cultural reference of Saudi Arabia significantly, which reflects the interest of the senior leadership to confirm and strengthen the religious truths and that is in agreement with the study of (Al Baltan, 1432H).

•The educational postgraduate students see that the link of the objectives of the educational postgraduate programs to the needs of the development and the requirements of the labor market is available to a poor degree, which differs from the study of (Fadel, 1432), that stated the link of the objectives of the educational postgraduate programs of the academic departments to the needs of the development and the requirements of the labor market at the Universities of King Abdul-Aziz and Umm Agora is available moderately. The findings of this study are in agreement with the findings of the study of (Althagafi, 1430 H), the study explained the responses of the sample that came as such because of the high rates of unemployment, and because of the acute shortage in some specialties. Those factors indicated that the objectives of the current postgraduate programs are not revised in accordance with the circumstances and variations in addition to its weak contribution to guide the development priorities and that in agreement with the findings of the study of (Al Baltan, 1432H)

•The educational postgraduate students see that the effective mechanisms to spread the mission internally and externally are available in a weak degree, and that the mechanisms used in the dissemination of the mission are not effective, and they do not reach the students in the form required. That violates the standards of the NCAAA, which refers to the need to explain the mission of the program to the

beneficiaries and the need to inform them by any changes thereto.

4.2.2 The results related to the theme (Learning and Teaching): Regarding this theme, the results of the study showed that the academic accreditation standards were available in teaching and learning from the perspective of the students in a moderate level, the most prominent results are represented as follows:

- The educational postgraduate students see that the outputs of the educational postgraduate programs are consistent to large extent with the reference frame of the qualifications required in Saudi Arabia, where they see the content of the programs provides suitable qualifications to serve the requirements of the professional practice. This is in agreement with the findings of both studies of (Almqati, 1432H) and (Althagafi,1430H), and in general their consistency and availability are due to the interest of those who are in charge of the content of programs by determining the targeted learning outcomes specifically according to the requirements of the professional practice.

- The educational postgraduate students see that their contribution in the evaluation of the educational courses is available in a weak degree, which confirms that the students of the educational postgraduate programs do not participate in the evaluation of postgraduate programs although the quality control and evaluation programs must benefit from the views of the students and the graduates.

- The educational postgraduate students see that the continuous assessment of the educational courses and benefit from the findings of the students in the development processes is available in weak extent, and the study attributes that to the lack of satisfaction of the beneficiaries on the methods of evaluating the postgraduate programs.

- The educational postgraduate students see that the review of the items of the curriculum by specialists in the

educational postgraduate programs is available in a weak degree, and this result indicates that the courses and programs suffer from rigidity and that is consistent with the study of (Fadel, 1432H), which revealed the shortage in the review and evaluation of the programs. This study explains this result due to actual shortage in the development of the programs, isolating students from the internal audit processes, and their lack of knowledge of the mechanisms followed by the quality administration in these programs.

- The educational postgraduate students see that the proofs and evidences of the evaluation of the student results are available in a weak degree, which indicates the failure to give the students a feedback on their performance. This can be due to the burdens on the faculty members, especially some of them do extra administrative tasks, the increased numbers of students in the postgraduate programs, and the weak interest of the faculty members of the importance of feedback and keeping the evidences.

- The educational postgraduate students see that the diverse and modern teaching methods that achieve the program objectives are available in a weak degree. The differing responses of the study sample about this phrase that amounted in standard deviation of (0.96) are due to the different methods of teaching the staff members themselves, and the methods used by each of them, which is consistent with both studies of (Al Baltan, 1432H) and (Al Thubaiti1432H).

Those studies pointed to the prevalence of traditional methods within the educational postgraduate programs. This agrees also with the study of (Al Abad, 1429H), which stated that the current weakness in the use of techniques of education among the staff members is one of the obstacles to the academic accreditation and development.

Generally, the low degree of availability is attributed to the lack of commitment of the staff members with the strategies stated in the descriptions of the courses. In addition, this shortage may be due to the lack of training programs targeted to the staff members in the field of teaching skills, and the use of advanced technologies.

4.2.3 The results related to the theme (student affairs and support services):

Regarding this theme, the results of the study showed that the accreditation standards in student affairs and support services from the perspective of the students are available moderately and the most prominent results are represented as follows:

- The educational postgraduate students see that the advertised and clear system which guarantees the rights of the students with regard to the evaluation and tests is available in a weak degree. This study explains that those results have no procedures to ensure the protection of students from being penalized and discriminated.

- The educational postgraduate students see that the flexible and sophisticated mechanisms of registration and transferring and following the results are available in a weak degree. This study attributes this result to the lack of clear transferring and registration procedures adequately for the students. There is also some kind of centralization with regard to the internal administrative operations for Student Affairs.

4.2.4 The results related to the theme (Learning Sources):

Regarding this theme, the findings of the study showed that the accreditation standards in the dimension of learning resources from the point of view of the students are moderately available. The most prominent results are represented as follows:

- The educational postgraduate students see that the modern literature that serves the educational postgraduate

programs is available in a weak degree. The study explains those results that the students do not contribute in the pre-planning processes to provide the necessary resources. This is because of the lack of surveys about the existing learning resources directed to the students and to how extent they agree with teaching and learning requirements.

- The educational postgraduate students see that the link between library devices and internal and external networks is available in a weak degree, confirming the existence of shortages in the management and availability of the resources. This is primarily due to that the services provided are not evaluated by the beneficiaries, in addition to the lack of the human and physical resources in the libraries and the less attention to the scientific research. That is in consistence with the study of (Al Baltan 1432H), which concluded that there is a shortage of electronic systems in the research services and the information resources.

- The educational postgraduate students see that a special library for learning media for the postgraduate educational programs is available in a weak degree, confirming the low actual contribution of the students and the staff members in planning of the needs of the library and the evaluation services, which in turn leads to the shortage in the provision of information and requirements for these programs.

- The educational postgraduate students see that the supportive foreign literature of the content of the courses are available in the library in a weak degree. This result is linked to the preceded results, which are all poor in the level of services provided. The study suggests that this is due to the poor communication between the beneficiaries and the responsible persons of the library, and the weakness of funding.

4.2.5 The results related to the theme (the facilities and equipment):

Regarding this theme, the study results showed that the facilities and equipment are moderately available. The most prominent results presented as follows:

- The educational postgraduate students see that adequate facilities for the conduct of academic activities are not available. This study construed the result of the lack of complete lists of the equipment used, so they can allow the students to know the facilities and equipment and to get benefit of them fully.

- In general, the results of this theme did not agree with the findings of the study of (Almqati 1432 H), which revealed that the facilities and equipment are available in a weak degree, but agreed with the study of (Al Qarni 1432 H) that the facilities and equipment are available in moderate degree.

4.2.6 The results related to the theme (scientific research):

Regarding this theme, the results of the study showed that the accreditation standards in scientific research are available in a medium degree and the most prominent results are represented as follows:

- The educational postgraduate students see that the support of student research in the foreign contribution is available in a weak degree, and it may be rendered to the weakness of this research. The study attributes the overall decline in the level of research to the low moral support and funding in the presence of inadequate sources and information systems, which are linked to the rest of the results of this theme.

- The educational postgraduate students see that the allocation of educational suitable budget to fund the scientific research in the postgraduate programs at the university is available in a weak degree. That is hampering research on the important topics and reflects the current status for research, which is dominated by purely theoretical side.



- The educational postgraduate students see that the agreements of research with foreign parties and the scientific cooperation agreements which support the scientific research programs are in a weak degree. The study construed this result to the actual wide gap with the foreign parties, and the isolation of the scientific research from the beneficiaries, in addition to the shortage in concluding of cooperation agreements between the university and the foreign institutions, despite the presence of problems that need to be studied.

- The educational postgraduate students see that the scientific environment which assists the intellectual development and the scientific research for the students is available in a weak degree. The study attributes this result to the dominance of the traditional methods with regard to the scientific research.

#### 4.2.7 The results related to (the community service):

Regarding this theme, the results showed that the accreditation standards in the community service dimension are available in a weak degree as follows:

- The educational postgraduate students see that evaluating the community service programs and utilizing the results of this evaluation is available in a weak degree, which indicates that the service are not introduced according to an accurate system of auditing and evaluation.

- The educational postgraduate students see that the cooperation with the foreign institutions regarding the provision of consultations is available in a weak degree, which indicates weakness in the communication with the local community. This may be due to the low level of cooperation because of the negligence of those who are responsible for the educational postgraduate programs of the importance of this cooperation, and they do not include plans for the program to any of these

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

services. In addition, the students are far from such services and activities, and they do not benefit from them.

- The educational postgraduate students see that the policies, plans and programs for community service are available in a weak degree. The study attributes the lack of planning and organization to the absence of actual activities, which are related to the lack of awareness of those responsible for the educational postgraduate programs about the importance of the services that can be provided.

- In general, the results of this theme are consistent with the studies of both; (Al Mqati 1432 H) and (Al Qarni 1432 H), which revealed the weak degree of availability in respect to the services provided to the community. The current study explains the results of this theme to the presence of independent deanship to serve the community, which bears the burden of community service and take fully all tasks. That is of no importance to those in charge of the educational postgraduate programs. Table (2) shows the results of the themes to the category of the postgraduate students as follows:

Table (2) the results of the themes to the category of the postgraduate students:

S. No.	theme	No. of phrases	Arithmetical mean	Standard deviation	Rank
1	The mission, goals and objectives	8	2.82	0.80	1
2	Learning and Teaching	22	2.64	0.87	4
3	student affairs and support services	8	2.76	0.90	2
4	scientific research	8	2.54	0.92	5
5	the community service	4	2.25	0.91	7
6	the facilities and equipment	4	2.71	1.03	3
7	Learning Sources	6	2.53	1.02	6
	Total grade	60	2.61	0.92	

---

It is seen from the above table concerning the availability of some academic accreditation standards from the viewpoint of the students that the theme "mission, goals and objectives" was in the first rank with availability of medium degree.

The theme "the student affairs and support services" was in the second rank with availability of medium degree.

The theme "the facilities and equipment" was in the third rank with availability of medium degree.

The theme "Learning and Teaching" was in the fourth rank with availability of medium degree. The theme "scientific research" was in the fifth rank with availability of medium degree. The theme "Learning Sources" was in the sixth rank with availability of medium degree. The theme "the community service" was in the last rank with availability of weak degree.

The degree of the academic accreditation standards in the educational postgraduate programs was calculated with arithmetical mean of (2.61) with availability of medium degree. This stated that the educational postgraduate programs students believe the standards mentioned above are available moderately in educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University.

#### 4.3 The second question:

To what degree are the academic accreditation standards available for the themes (mission and goals - program management - quality assurance program management - teaching and learning - the student affairs and support services administration - staff members - learning sources - facilities and equipment - scientific research - the relationship with the community) in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, from the viewpoint of staff members of the educational higher studies at the university?

**To answer the second question, the frequencies, percentages, arithmetic means, standard deviations, and ranks to the responses of the study sample were calculated. The most prominent results are as follows:**

4.3.1 The results related to the theme (mission, goals and objectives):

Regarding this theme, the results showed that the academic accreditation standards in the aspect of mission, goals and objectives in the educational postgraduate programs the academic accreditation standards from the standpoint of the staff members are available to a medium extent, and the most prominent results are represented in this theme as follows:

- The mission of the educational postgraduate programs derive its contents from the religious and cultural reference to a high degree, which confirms the entrenched teachings of the Islamic religion, that is enjoyed by the educational policies generally in the Kingdom of Saudi Arabia.

- The weak link between the objectives of the educational postgraduate programs and their strategic plans, that means the inadequacy of the current plans. This indicates the inadequate planning processes, which needs more concern to achieve their objectives. This result is attributed to the poor planning and the lack of review of the plans and their evaluation, and that may be due to the stagnancy of the objectives of these programs for long periods of time. This result is in consistence with the findings of the study of (Al Thubaiti, 1432H) in the weakness of achieving the goals of the drawn plans, and in agreement with the findings reached by the study of (Al Harbi, 1998 G) on the weak link between the plans and the objectives.

4.3.2 The results related to the theme (program management): Regarding this theme, the study showed that the accreditation standards in program management are available in a medium degree. The most prominent results are represented in variation on the allocation of adequate budget to fund the educational

---

postgraduate programs, as the standard deviation is (0.95) which refers to the relative dispersion about this phrase. This is because some staff members are far actually from the real administrative processes (especially the females), that confirms its moderate availability.

4.3.3 The results related to the theme (management of quality assurance program):

Regarding this theme, the study showed that the accreditation standards in the management of quality assurance program are available in a medium degree. The most prominent results are represented as follows:

- Lack of evaluation of the educational postgraduate programs by independent external commissions specialized in the evaluation of the postgraduate programs. This weakness of the result has been attributed to the lack of readiness of these programs to the external evaluation, and the accreditation processes are limited for the time being on the local level as a first step.

- The lack in the use of reference measurable standards in the process of evaluating of the educational postgraduate programs. This result is attributed to the lack of specific measurable standards defined by the National Commission for Academic Accreditation and Assessment (NCAAA) for each type of program, which is limited to general standards for all programs and stages, despite the variation in the nature of the program from the other. That made the evaluation discretionary and is not precisely accurate.

4.3.4 The results related to the theme (Learning and Teaching): Regarding this theme, the results of the study showed that the accreditation standards in teaching and learning are available in a medium degree. The most prominent results in this theme are represented as follows:

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

- The staff members believe that the detailed plans of the postgraduate educational programs are available in a high degree, which indicates the good organization of these programs.

- The staff members believe that the number of units in the graduate programs commensurate with the level of degree granted to a large extent. That reflects the commitment of those concerned for the preparation of the programs with the instructions stated in the regulation of the unified postgraduate studies, which are compatible with internationally recognized standards.

- The shortage in the continuous evaluation of the curricula and to benefit from the results of the students in the development processes. That indicates that the processes of evaluating the curricula from the point of view of the staff members are not to the completeness required, and confirms the dissatisfaction of the staff members about the mechanism of evaluation followed.

- The weak allowable description of the curricula for the students the educational postgraduate programs. That may be attributed to the negligence of those concerned for the programs, the importance of providing enough information to the students about their curricula.

### 4.3.5 The results related to the theme (the staff members):

Regarding this theme, the results of the study showed that the accreditation standards for the staff members are available in a medium degree. The most prominent results in this theme are represented as follows:

- The staff members are committed significantly to the integrity and ethics of the profession, which represents the incorporation of the scientific honesty in all they have to do.

- There is shortage in the extension programs to prepare the new staff members. The study interpreted this result to the dependence of those concerned for the postgraduate programs

---

in relation to the professional development on the staff members themselves.

4.3.6 The results related to the theme (Student Affairs and Support Services):

Regarding this theme, the results of the study showed that the accreditation standards for the student affairs and support services are available in a medium degree The most prominent results in this theme are represented as follows:

- The publication and invitations for the interviews and admission tests are carried at the appropriate time and by the suitable means, that confirms the interest of the management of these programs by the pre-announcement and its commitment to the prepared timetable in advance.

- The declared information is available about the curricula and major specializations in the educational postgraduate programs, as interpreted by the study due to the presence of a type of good administrative organization for the programs.

4.3.7 The results related to the theme (the scientific research):

Regarding this theme, the results of the study showed that the accreditation standards for the scientific research are available in a medium degree The most prominent results in this theme are represented as follows:

- The scientific environment is available that assists the intellectual growth and the scientific research for the students of the educational postgraduate programs.

- There is a shortage in the research funding, and the study see that due to the shortage of the budget of the program management, as well as its negligence to one of the important roles of higher education. It has the task of promoting and supporting the scientific research, and concentrates its activities in teaching, and its interest in spending as a priority on infrastructure and facilities.

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

• There is a shortage in supporting the research of the students of the educational postgraduate programs in the foreign participations, which is consistent with the point of view of the students. That had been interpreted by the study previously due to number of reasons; one of them is the weak level of the research and its inability for the competition abroad.

4.3.8 The results related to the theme (the community service):

Regarding this theme, the results of the study showed that the accreditation standards for the community service are available in a medium degree.

4.3.9 The results related to the theme (facilities and equipment):

Regarding this theme, the results of the study showed that the accreditation standards for the facilities and equipment are available in a medium degree for all phrases.

4.3.10 The results related to the theme (Learning Sources):

Regarding this theme, the results of the study showed that the accreditation standards for the learning sources are available in a medium degree for all phrases.

The academic accreditation standards are available in a moderate degree from the point of view of the staff members, reaching arithmetical mean of 2.96 as in Table 3.

Table (3) shows the availability of the academic accreditation standards in the educational postgraduate programs from the point of view of the staff members:

S. No.	theme	No.of phrases	Arithmetical mean	Standard deviation	rank
1	The mission and objectives of the educational postgraduate programs	8	2.80	0.93	8
2	Programs management	11	2.83	0.88	7
3	Learning and Teaching	22	3.02	0.79	5
4	Staff members	15	3.05	0.86	3
5	student affairs and support services	8	3.45	0.73	1
6	scientific research	8	2.90	0.92	6



7	the community service	4	2.65	0.97	10
8	the facilities and equipment	4	3.09	0.87	2
9	Learning Sources	6	3.03	1.04	4
10	Programs quality and improvement	7	2.75	0.92	9
	Total grade	93	2.96	0.89	

It is seen from the above table concerning the availability of some academic accreditation standards from the point of view of the staff members that the "student affairs and support services" was ranked first, and the " facilities and equipment" was in the second place, and the " staff members" came in the third rank, and "learning resources" came in the fourth rank, and in the fifth rank was the "teaching and learning". In the sixth rank came the "scientific research", and in the seventh rank came the "program management", and in the eighth rank came the "mission and objectives of the educational postgraduate programs", and came in the ninth rank, "programs quality and improvement", and in the tenth rank came the "community service".

#### 4.4 The third question:

Are there any statistically significant differences between the views of the students about the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, due to the variables (gender - phase - specialization - the institution of the Master's degree for doctorate students)?

To answer this question, the differences between the responses of the sample of the students about the degree of availability of some of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University were analyzed, according to the variables of gender - phase - specialization - the institution of the Master's degree for doctorate students. The study used t-test

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

for two independent samples, and analysis of variance (One Way ANOVA) for the differences.

It has shown there are no statistically significant differences for the variables, except the variable of the study specialization, which showed statistically significant differences between the responses of the individuals of the study sample as shown in table (4) as follows:

Table (4): The results of the analysis of the single variance (One Way ANOVA) for the differences with changing variable of the specialization of the study.

Theme	source of variance	sum of squares	degrees of freedom	average of the squares	value of t	level of statistical significance
Mission and objectives of the programs	Within groups	1.89	3	0.628	2.35	0.07
	Inside groups	55.08	206	0.267		
	Sum	56.97	209			
teaching and learning	Within groups	1.16	3	0.388	2.02	0.11
	Inside groups	39.55	206	0.192		
	Sum	40.71	209			
student affairs and support services	Within groups	0.74	3	0.247	0.75	0.52
	Inside groups	67.98	206	0.330		
	Sum	68.72	209			
scientific research	Within groups	7.64	3	2.546	7.04	0.00**
	Inside groups	74.50	206	0.362		
	Sum	82.14	209			
community service	Within groups	4.03	3	1.342	2.37	0.07
	Inside groups	116.91	206	0.568		
	Sum	120.93	209			
facilities and equipment	Within groups	4.98	3	1.660	2.52	0.06
	Inside groups	135.63	206	0.658		
	Sum	140.61	209			
learning sources	Within groups	10.29	3	3.430	6.41	0.00**
	Inside groups	110.22	206	0.535		
	Sum	120.51	209			
** significant difference level of 0.01 and less						

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

It is clear from the above table that there is a statistically significant difference between the responses of the sample of the students towards the themes (scientific research, learning sources) depending on the variable of the specialization of the study, as the value of the significance difference level (0.01) or less for the themes respectively. To find out the direction of the differences and for the benefit of which category, Scheffe test was used, as illustrated by table (5) as follows:

Table (5): The results of the Scheffe test to determine the differences between the average responses of the sample of the students about the themes of (scientific research, learning sources) depending on the variable of the specialization of the study:

Themes	specialization	n	Arithmetic mean	management and planning	Curricula and teaching methods	pedagogy	Islamic education
scientific research	management and planning	84	2.44	-		*	
	Curricula and teaching methods	55	2.37		-	*	*
	pedagogy	31	2.89			-	
	Islamic education	40	2.73				-
learning sources	management and planning	84	-				
	Curricula and teaching methods	55	*	-			
	pedagogy	31				-	
	Islamic education	40	*				-

It is clear from the above table, which shows the results of the dimensional comparisons of the means of the responses of the sample of the students about the theme (scientific research) by different variable of specialization of the study, that these differences came between the specialization (planning and

management) and the specialization (pedagogy), and for the benefit of the specialization (pedagogy).

They also came between the specialization (curricula and teaching methods) and the specializations (pedagogy, and Islamic education), and for the benefit of the specializations (pedagogy, and Islamic education). This result indicates that the individuals of the sample of the students of the departments (pedagogy and Islamic Education) see the academic accreditation standards are available in much higher degree than the rest of the departments. This reflects the preference of support that they enjoy in the field of scientific research, which is interpreted by the current study as a result of the small number of students in departments of pedagogy and Islamic Education that assists in the formation of positive trends for them.

As well the results of the dimensional comparisons of the means of the responses of the sample of the students about the theme (learning sources) by different variable of specialization of the study concluded that these differences came between the specializations (curricula and teaching methods, and Islamic education) and the specialization (planning and management), and for the benefit of the specialization (Planning and Management). This result indicates the advantage enjoyed by the students of management and planning department other than the rest of the departments, which is attributed by the study to the availability and diversity of the sources, and the abundance of their studies, whether at the local or Arab level.

This is because of its wide scope, and it overlaps with other specializations, which in turn lead to enjoyment of the students of management for an easy access to the required management sources.

#### 4.5. The fourth question:

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Are there any statistically significant differences between the views of the staff members about the availability of the academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, due to the variables (gender - specialization - scientific rank - years of experience)?

To answer this question, the differences between the responses of a sample of the staff members about the degree of availability of some of academic accreditation standards in the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University were analyzed, according to the change in the variable of gender - specialization - scientific rank - years of experience. The study used two independent samples t-test, and the analysis of single variance (One Way ANOVA) for the differences.

That has shown there are no statistically significant differences for the variables, except the variable of gender, which showed that there were statistically significant differences between the responses of the individuals of the sample of the staff members about the theme (mission, goals and objectives) by the change of the variable gender, in the favor of males.

The study interpreted the existence of this difference due to the administrative difference between the male and female students, as shown in table (6) as follows:

Table 6: t-test to analyze the differences between the responses of the sample of the staff members gender variable.

theme	gender	n	Arithmetical mean	Standard deviation	value of t	level of statistical significance
mission goals and objectives	male	22	3.00	0.68	2.187	*0.037
	female	10	2.38	0.90		
Programs management	male	22	2.90	0.59	0.907	0.371
	female	10	2.66	0.90		
Learning and Teaching	male	22	3.06	0.48	0.617	0.542
	female	10	2.93	0.67		
Staff members	male	22	3.14	0.59	2.111	0.235
	female	10	2.85	0.69		
student affairs and support services	male	22	3.48	0.55	0.454	0.653
	female	10	3.38	0.68		
scientific research	male	22	2.94	0.60	0.463	0.647
	female	10	2.81	0.91		
the community service	male	22	2.68	0.70	0.335	0.740
	female	10	2.58	1.10		
the facilities and equipment	male	22	3.08	0.55	0.079-	0.938
	female	10	3.10	0.91		
Learning Sources	male	22	3.18	0.75	1.533	0.136
	female	10	2.68	1.06		
Programs quality and improvement	male	22	2.88	0.54	1.436	0.161
	female	10	2.49	1.01		

#### 4.6. The fifth question:

Are there any statistically significant differences between the views of the individuals of the two samples about the availability of the academic accreditation standards in the educational postgraduate programs for the themes (mission, goals and objectives - teaching and learning - the student affairs and support services administration - learning sources -

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

facilities and equipment - scientific research - the relationship with the community) at Al-Imam Muhammad Bin Saud Islamic University attributed to the difference in the study sample?

To measure the statistical significance relationship between the students and the staff members in the joint themes, namely, (mission, goals and objectives, teaching and learning, student affairs and support services, scientific research, community service, learning sources); the study used a measure of " t test " paired statistics samples for the dependent samples, which results are shown in table (7) as follows:

Table (7): The result of the differences between the pre and post tests for the experimental group

Theme	gender	n	Arithmetical mean	Standard deviation	value of t	level of statistical significance
mission goals and objectives	students	210	2.82	0.52	0.15	0.88
	Staff members	32	2.81	0.79		
Learning and Teaching	students	210	2.64	0.44	4.38-	**0.00
	Staff members	32	3.02	0.54		
student affairs and support services	students	210	2.76	0.57	6.26-	**0.00
	Staff members	32	3.48	0.58		
scientific research	students	210	2.54	0.63	2.95-	0.647
	Staff members	32	2.90	0.70		
the community service	students	210	2.25	0.76	2.75-	**0.00
	Staff members	32	2.65	0.83		
the facilities and equipment	students	210	2.71	0.82	2.44-	**0.01
	Staff members	32	3.09	0.67		
Learning Sources	students	210	2.53	0.76	3.37-	*0.02
	Staff members	32	3.03	0.87		

\*\* or \* significant difference level of 0.01 and less

It is clear from above the results there are statistically significant differences at the level of 0.01 or less between the two groups (postgraduate students, and staff members) in the themes (teaching and learning, student affairs and support services, scientific research, community service, learning



---

sources, facilities and equipment) for the benefit of the sample of the staff members in the educational postgraduate programs. The study explains this result due to the nature of the same category (staff members), which is characterized by its totalitarian outlook and the constructive evaluation. In addition to that the number of the staff members who responded may not be real, due to the small number of the respondents in the sample. This study attributes this result to the fact that the students are closer in most of the themes in terms of the direct practice, particularly in relation to the students affairs and support services, facilities and equipment and learning sources, as some staff members during the applicable performance to their little use of the university library. That makes the students better able to find a lot of shortcomings in the themes mentioned.

#### 4.7 The sixth question:

How could the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University be developed in the light of the academic accreditation standards? In the light of the objectives and the results of this study, it presents some of the proposals that are expected to contribute in the development of the educational postgraduate programs at Al-Imam Muhammad Bin Saud Islamic University, as follows:

##### 4.7.1 In the field of the mission, goals and objectives:

- Participation of the beneficiaries of the postgraduate programs in the formulation of the university educational mission, goals and objectives, and to be formulated through consultative processes.

- The periodical review of the objectives of the educational postgraduate programs, and to be amended according to the emergency changes.

- Identify the measurable performance indicators that enable the officials and beneficiaries for the judgment on the extent to which the objectives of the educational postgraduate programs at the university are achieved.

- Inform the beneficiaries and the staff members by the mission of the educational postgraduate programs, through workshops, meetings and refreshment seminars, and notify them by the emergency changes.

4.7.2 In the field of the assurance management of the programs quality:

- Activation of an improved evaluation methods for the educational postgraduate programs to get benefit from the foreign bodies, and from the competent authorities in that field.

4.7.3 In the field of learning and teaching:

- Expansion of the administrative cadres for the educational postgraduate programs that offer educational and teaching assistance for students, such as the academic guidance, especially in considering the increasing number of students in these programs.

- Evaluating the effectiveness of the academic guidance through the analysis of the results of the evaluation of the students, and the assistance provided to them.

- Taking advantage of the views of the students about the curricula, their content and their extent of integration and ability to satisfy their needs for learning.

- Inform the students by the development and change of the processes for the content of the curricula, and what procedures to be followed in that, and to open the access to take advantage of their views and proposals.

- Versification of the evaluation methods, both at the level of the students and the evaluation of their performance, or at the level of the curricula within the educational postgraduate programs.

- Organizing refreshment seminars and workshops about the curricula with the participation of the students of the postgraduate programs, whether enrolled in or have previously graduated of them with the staff members as well as the beneficiary bodies of the graduates of the educational postgraduate programs, with the aim of reviewing and evaluating these programs.

4.7.4 In the field of staff members:

- To provide assistance for the new staff members, through courses and extension programs.
- To provide evaluation forms for the staff members that allow for the evaluation of their performance and follow-up their professional growth properly.

4.7.5 In the field of the student affairs and support services:

- To clarify the mechanism of transfer and equivalence processes for the students, and to use advanced and fast technical mechanisms, which serve the students and save the time and effort of the employees to manage these programs.
- To organize independent boards for students responsible to consider the student cases impartially and to ensure the achievement of the principles of justice and equality for all parties.

- To establish of special database that enables the university officials to compare the results of the students and to measure their level through periodical procedures (automatic); in a way to protects the students from the academic misconduct.

4.7.6 In the field of learning sources:

- To support the library with modern sources, and to provide all the recent publications and periodicals in the field of educational sciences that incontinent with the contents of the curricula in educational postgraduate programs.

## **Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

- Variation of the available learning sources, and the use of compact media that containing lectures and seminars of other universities in the same specialization.

- Continuous evaluation of the library services through poll of the beneficiaries opinions to what extent its contents are adequate and its consistency with the requirements of teaching and learning.

- The provision of reference materials for the students in both Arabic and English languages, so as to be in consistency with the contents of the program, and the requirements of the curricula.

- To link the Library with internal and external networks (intranet and internet), in order to facilitate the access of the students to the needed sources and programs related to the contents of the educational postgraduate programs.

- To provide qualified and cooperative administrative cadres in the library who help the postgraduate students to access the sources properly.

- To inform the students and the staff members by the latest publications and periodicals and databases available for them in the library.

### 4.7.7 In the field of facilities and equipment:

- To provide complete lists of equipment and facilities used in the program which are owned and managed by the management of the program. These should allow the students to know the facilities and equipment and to benefit of them fully. There is a need to provide procedures for the organization of joint use of them, with the provision of the appropriate security measures to protect these facilities.

- Continuous evaluation of the quality of the facilities to determine whether they are adequate for the needs of the program.

### 3.7.8 In the field of scientific research:

- To provide research map for the educational postgraduate programs at the university, and to identify the expectations regarding the contributions of the staff members in the field of research and the scientific activities clearly.

- To form internal groups within the educational postgraduate programs to be headed by a number of distinguished professors in the field of scientific research; so as to supervise the students research and to be concerned with the provision of financial and moral support for them openly and in consistence with the mission and objectives of the educational postgraduate programs.

- To establish special secretariat for coordination between foreign institutions and the university, in relation to the needs of these institutions for research, and provide an opportunity for the postgraduate students to participate in these research projects. That contributes to raise the level of the scientific research for the staff members and students and develop their abilities, in addition to provide financial returns to the university.

- To allocate the adequate budgets for scientific research and to organize mechanism for expenditure and dues, in a balanced manner between the students and the staff members that ensure the fair distribution of the resources according to the research needs and priorities.

- To promote and support the research of the students of the educational postgraduate programs in the foreign participations and the provision of appropriate strategies to invest the potentials of the students and to direct them in the right path.

#### 3.7.9 In the field of community service:

- To provide special procedural plan for the postgraduate programs through which to serve the community.

## Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards

- To determine which services could be provided by the department of the education postgraduate programs, and to take the initiative by providing them to the beneficiaries.
- To encourage the students to communicate with the foreign bodies and to provide services according to their capacities and abilities.
- To coordination between the deanship of the community service at the university and the educational postgraduate programs in relation to activities and plans, so as to avoid repetition and duplication.

### References:

- Ahmed, Ashraf Mahmoud, and Hussein, Mohamed Gad (2009 AD). Ensure the quality of higher education institutions in light of the standards of international accreditation bodies. Cairo: World of Books.
- Amin, Magda Mohamed; Hawil, Enas Ibrahim; and Hassan, Maher Mohamed (2005) Accreditation and Quality Assurance in Higher Education Institutions: An Analytical Study in Light of the Expertise and Experience of Some Countries, Working Paper Presented to the Thirteenth Annual Conference: Accreditation and Quality Assurance of Educational Institutions in the Period from January 24-25, 2005, Cairo: Faculty Education Beni Suef.
- Al-Baltan, Sarah Omar Jasser (1432 AH). A proposed vision for the application of quality and academic accreditation in the faculties of education in emerging universities in the Kingdom of Saudi Arabia. Unpublished master's thesis, College of Education, King Saud University, Riyadh.
- Al-Banna, Adel, and Amara, Sami (2005). Faculty members' awareness of the requirements of accreditation and quality assurance, a working paper submitted to the Twelfth Annual National Conference (the Fourth Arab): Developing the performance of Arab universities in the light of comprehensive quality standards and accreditation systems in the period from 18-19 December 2005, Cairo: Ain Shams University.

- 
- Tamam, Shadia Abdel-Halim, Al-Toukhi, Haitham Mohamed (2007 AD) Quality in Graduate Studies at Cairo University: An Evaluation Study, Journal of Educational Sciences, special issue, July, Cairo. pp. 510-571.
- Al-Thubaiti, Khalid bin Awad bin Abdullah (1432 AH). A proposed strategy for the development of postgraduate programs in educational administration in Saudi universities. Unpublished doctoral dissertation. Department of Educational Administration and Planning, College of Social Sciences, Imam Muhammad bin Saud Islamic University, Riyadh.
- Al-Thaqafi, Ahmed bin Salem (1430 AH). The suitability and availability of some standards of academic accreditation and quality assurance in the mathematics departments of the faculties of science in Saudi universities from the point of view of faculty members and students. Unpublished doctoral dissertation. Department of Curricula and Teaching Methods, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah.
- Algebra, Hessa Abdul Rahman (1431 AH). Academic evaluation and accreditation, management and quality improvement: the experience of the Center for University Studies for Girls at King Saud University, a working paper submitted to the Second Arab Conference, Arab Universities Challenges and Ambition in the period from 4-7 Muharram 1431 AH / 21-24 December 2008, Marrakesh, Morocco: Arab Organization for Development Administrative, League of Arab States.
- Jadour, Mahmoud Salem (2009 AD). The culture of standards, quality assurance, and accreditation and its role in the development of university education: a presentation of a local experience, a working paper submitted to the Sixteenth National Conference (the eighth Arab): Arab university education and its role in the development of pre-university education in the period from 15-16 November 2009, Cairo: Development Center University education. Ain-Shams University.
- Jumaa, Afaf Salah El-Din, and Mohamed, Dalal Yusrallah (2009). Comprehensive quality and academic accreditation systems in

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

the light of international standards for higher education institutions, a working paper submitted to the Fourth Arab Scientific Conference, the first international conference of the Faculty of Specific Education in Egypt and the Arab World: Reality and Hope in the period from 8-9 April 2009, Volume One, Mansoura: Faculty of Education Mansoura quality.

Al-Harbi, Muhammad (1431 AH). The reality of postgraduate programs in the College of Education at King Saud University from the point of view of students and faculty members. Saudi Journal of Higher Education, Fifth Issue. pp. 94-127.

Harbi, Mounir Abdullah (1998 AD). Developing university performance in postgraduate studies in light of the concepts of total quality, Journal of Contemporary Education, fifteenth year, fifty issue, pp. 125-170.

Al-Khatib, Muhammad Shahat (1424 AH). Comprehensive quality and accreditation in education, Riyadh: Dar Al-Khuraiji for publication and distribution.

Al-Khatib, Muhammad Shahat (1424 AH). Higher Education: Issues and Visions, Riyadh: Dar Al-Khuraiji for Publishing and Distribution.

- Al-Dawood, Abd al-Rahman bin Hamad (1426 AH). Postgraduate programs at Imam Muhammad bin Saud Islamic University and the extent to which they meet the needs of colleges and higher institutes in the university in terms of faculty members and lecturers, Saudi Journal of Higher Education, Volume Two, Number Three, pp. 91-136.

Al-Damanhour, Muhammad Mahmoud (2011). A suggested vision for quality assurance and academic accreditation of educational institutions in Egypt in the light of some contemporary trends: a comparative analytical study, Culture and Development, Year Eleven, Issue Forty, pp. 101-157.

Dahshan, Jamal Ali (2007). Academic accreditation, foreign experience and local experience, a working paper presented to the second annual scientific conference entitled Standards for Quality Assurance and Accreditation in Specific Education in Egypt and the Arab World in the period from 11-12 April 2007, Volume One, Mansoura: Faculty of Specific Education at Mansoura University.



- 
- Zaher, Ali Nasir Shati (1427 AH). Indicators of the quality of academic performance in institutions of higher education, Saudi Journal of Higher Education, Volume Two, Issue Four, pp. 93-175.
  - Zayan, Abdul Razzaq Muhammad (2007). The system of comprehensive quality standards and indicators for educational postgraduate studies in Egyptian and Arab universities and the obstacles to fulfilling them: an analytical study, a paper submitted to the Fourteenth Annual National Conference (the Sixth Arab) in the period from 25-26 November 2007, Volume One, Cairo: University Development Studies Center at Ain University Sun.
  - Al-Subaie, Khalid bin Saleh Marzam (1427 AH). Alignment of educational postgraduate programs with the needs of the educational sector in the Kingdom of Saudi Arabia. The Arabian Gulf Message, Year 28, Issue One Hundred and Four, pp. 166-169.
  - Sayegh, Abdul Rahman Ahmed (1428 AH). Academic accreditation and quality control in higher education institutions in the Arab countries, with special reference to the Saudi experience, a working paper submitted to the Second Arab Conference on Quality and Academic Accreditation in the period from 10-14 Jumada al-Awwal 1428 AH / 27-31 May 2007, Cairo: Arab Organization for Administrative Development.
  - Taima, Rushdi Ahmed, and others (2006). Total quality in education between indicators of excellence and accreditation standards: foundations and applications. Amman: Dar Al Masirah.
  - Tuwaiqat, Mashhour Muhammad Abed Rabbo (2009). Developing academic standards as one of the pillars of the system of quality assurance and accreditation in qualitative university education institutions in Jordan. 13 Rabi` al-Thani 1430 AH / 8-9 April 2009, Volume One, Cairo: Faculty of Specific Education, Mansoura.
  - Al-Abad, Abdullah bin Hamad (1429 AH). Requirements for the application of the academic accreditation system as an introduction to the development of colleges of education in

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Saudi universities. An unpublished doctoral dissertation. Department of Education, College of Education, King Saud University, Riyadh.

- Abdel Aziz, Safaa Mahmoud; and Hussein, Abdul-Azim Salama (2005). Quality Assurance and Accreditation Standards for Higher Education Institutions in Egypt: A Proposed Concept, Working Paper Presented to the Thirteenth Annual Conference: Accreditation and Quality Assurance of Educational Institutions in the Period from January 24-25, 2005, Volume Two, Cairo: The Egyptian Association for Comparative Education and Educational Administration and the Faculty of Education in Beni Suef Cairo University.
- Abdel Muttalib, Ahmed Mahmoud Mohamed (2005). Some modern patterns of university education and the extent to which quality assurance standards are achieved, a working paper presented to the Fifth Educational Conference: Quality of University Education in the period from 4-5 April 2005, Volume One, Bahrain: College of Education, University of Bahrain.
- Ali, Badri Ahmed Abu Al-Hassan, and Abdel-Al, Antar Mohamed Ahmed (2007). The experiences of some Southeast Asian countries in applying the accreditation system in university education institutions and the possibility of benefiting from them in the Arab Republic of Egypt: a future vision. Journal of the Faculty of Education in Fayoum, sixth issue. pp. 135-229.
- Alimat, Salih (2009). Accreditation standards in universities, a working paper presented to the Sixteenth National Conference: Arab university education and its role in developing pre-university education in the period from 1-2 November 2009, Cairo: University Education Development Center, Ain Shams University.
- Fadel, Maha Bint Qasim Bin Ahmed (1431 AH). Management of academic departments in the light of comprehensive quality standards and accreditation at Umm Al-Qura University and King Abdulaziz University. A magister message that is not published. Department of Educational Administration, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah.
  - Al-Fiqi, Suha Awad Muhammad; Mahdi, Amal Al-Arabawi; and George, Georgette Demian (2010 AD). The application of

---

quality standards and academic accreditation in the open university education system in Egypt: British experience, a working paper presented to the third annual and first international scientific conference: Quality and accreditation standards in open education in Egypt and the Arab world in the period from March 27-28, Volume II, Port Said: College Education in Port Said.

- Al-Qarni, Saleh bin Ali (1432 AH). Requirements for academic accreditation for postgraduate programs in educational administration in Saudi universities. A proposed vision. Unpublished doctoral dissertation. Administration and Planning Department, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah.
- Majeed, Sawsan Shaker, Al-Zayadat, Muhammad Awwad (2008 AD). Quality and academic accreditation of public and university education institutions. Amman: Dar Al-Safaa.
- Muhammad, Abd al-Hamid Muhammad, Qarni, Osama Mahmoud (2005). A proposed strategy for the development of the teacher preparation system in the light of accreditation standards for some countries. A working paper presented to the Thirteenth Annual Conference: Accreditation and Quality Assurance of Educational Institutions in the period from January 24-25, 2005, Volume Two, Cairo: The Egyptian Association for Comparative Education and Educational Administration and the Faculty of Education in Beni Suef University Cairo.
- Mustafa, Abdul-Azim Al-Saeed (2009). Quality and Accreditation in Education Institutions in Egypt and Some Arab and Foreign Countries: Analytical Study, Working Paper Presented to the First International Annual Conference - Fourth Arab: Academic Accreditation of Quality Higher Education Institutions and Programs in Egypt and the Arab World "Reality and Hope" in the period from 8-9 April 2009 Volume I, Mansoura: Faculty of Specific Education.
- Al-Moaqil, Ibrahim bin Abdul Aziz (1433 AH). The experience of the College of Education at King Saud University in preparing and qualifying the teacher according to the standards, procedures and conditions of the American National

**Developing Postgraduate Educational Programs at Al-Imam Muhammad Bin Saud Islamic University in the Light of Academic Accreditation Standards**

Commission for Academic Accreditation (NCATE), a working paper presented to the International Education Forum (teacher and the transition to the knowledge society 2012) in the period from 21-24 Rabi` al-Awwal 1433 AH / 13- February 16, 2012, Riyadh: Ministry of Education (electronic version). Available at:

<http://www.iefe.sa/Resources/Speakers/IbrahimAbdulaziz/IbrahimAbdulazizAlmagal.pdf>

Entry time: Saturday 4/17/1433 AH 12.16 am.

Al-Maqati, Wadha Raqi (1432 AH). Requirements for academic accreditation in the College of Education at Al-Baha University from the point of view of faculty members. A magister message that is not published. Department of Educational Administration and Planning, College of Education, Umm Al-Qura University, Makkah Al-Mukarramah.

Al-Mahdi, Suzan Muhammad (2009). International and Arab experiences in managing academic accreditation systems in institutions of higher education and the possibility of benefiting from them in Egypt, a working paper submitted to the annual conference (the first international - the fourth Arab - the first international of the Faculty of Specific Education: academic accreditation of institutions and programs of qualitative higher education in Egypt and the Arab world "reality and hope" In the period from 8-9 April 2009, Volume One, Mansoura: Faculty of Specific Education.

Al-Nabawi, Amin Muhammad (2007). Academic accreditation and total quality management in university education. Cairo: The Egyptian Lebanese House.

- Al-Najjar, Abdul Wahhab Muhammad (1428 AH). Academic accreditation of teacher preparation institutions as a means to ensure quality in public education institutions, a working paper submitted to the fourteenth annual meeting of the Saudi Society for Educational and Psychological Sciences entitled Quality in Public Education in the period from 28-29 Rabie Thani 1428 AH, Riyadh: Saudi Society for Educational and Psychological Sciences (Justin ) College of Education, King Saud University.

- Ministry of Higher Education (2008). The Quality Assurance and Academic Accreditation System in the Kingdom of Saudi Arabia, pg. 4.
  - Ministry of Higher Education (1428 AH). The Council of Higher Education and Universities' system and its regulations (electronic copy) is available at: <http://hec.mohe.gov.sa/BOOKVIEW.aspx> Entry time: Sunday 21/2/1432 AH: 12.14 am.
- Younkins, E. W. (2010). Human nature, flourishing, and happiness: Toward a synthesis of Aristotelianism, Austrian economics, positive psychology, and Ayn Rand's objectivism. Libertarian Papers, 2, 1–50.