The Role(s) of Academic Chairmen in Fulfilling Quality Assurance and Accreditation Standards in Jordan

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Abstract: The purpose of this study is to identify the role(s) of academic chairmen at Yarmouk University in Jordan in fulfillingquality assurance and accreditation standards(QAASs) from the perspective of faculty members. Randomly selected in 2nd semester of 2017-2018, the sample of the study consisted of 688 faculty members: 317 from the science departmentsand another 371 from the humanity ones. Based on the analytical descriptive approach, an 84-item questionnaire was designed as the research instrument to comprise twelve standards in the amount of four items per each. Statistically significant differences were actually encountered in the responses of the subject faculty members in favor of the science departments. The differences between the responses of the subject faculty members were statistically significant at the level of significance ($\alpha \leq .05$) in favor of the science departments. The highest statement for the role(s) played the academic chairmen in fulfilling QAASs was found to be that "*a chairman has a clear vision towards his/her administration of the department*," with a mean of 4.34. Also, the area of "*Governance and Administration*" was the highest significance with a mean of 3.95 while no effect was encountered for the interaction between the type of faculty and area of quality assurance.

Keywords: Quality Assurance, Accreditation, Standards, Academic Chairmen, Jordan.

1. INTRODUCTION

Fulfillingthe quality assurance and accreditation standards (QAASs) is one of the most essential roles played by academic chairmen at universities. An educational system is concerned with this role for maximizing its efficiency and capability in teaching, research and social work, the matter which requires developing its administrative cadres.In view of the important role(s) played by the academic chairmen in the university-teaching process in Jordan, planning to fulfillQAASs is important in reformingthe academic systems of higher education.Developing academic accreditation is actually a requirement of comprehensive quality assurance. In view of the general orientation of higher education institutions towards quality and the

application of its standards in the academic departments, it has become necessary to pay attention to modern developments with all suitable technologies and contemporary concepts the academic chairmenneed to recognize and interact with.

The implementation procedures of quality assurance have become more important in educational institutions and systems than any other service institutions. This is due to the need to control the cost of education in the light of global inflation rates as well as the fluctuated quality of the educational outputs in the university institutions and their weak link with the labor market.This has negatively affected the development rates and the ability of a society to achieve its ambitions and objectives. The lack of advanced educational outputs has also resulted in more unemployment among the educated people, low standards of livingfor a large number of families and lack of correlation between the disciplines of education and the requirements of the labor market (Atkinson, 2016).

Understanding the changes and challenges facing the community in which the universities are located enhances the capacity of academic chairmen to understand the world around and those working in their context. This would really help them adapt to their conditions and requirements and efficiently contribute to building the progress and civilization of the given society (Ghamdi, 2006). To be an educational organization, an institution must change its mind and have an innovative approach that encourages academic chairmen to take the initiative rather than just waiting for it to happen, and to move towards academic accreditation (Hilali, 2008). All this leads to behavioral and personal changes with the academic chairmen in motivation, achievement and self-realization, and diagnoses deficiencies in all and any inputs, processes and academic outputs (Hassan, 2010).

The academic chairmen at universities start focusing on the quality of education by diversifying and improving their students' learning programs. The process in general will continue to reproduce minds of repetition, indoctrination and traditional skills that are in fact far removed from the contemporary world and its aspiring economic and social movement(s). In the modern era, the application of QAASs in education has become an urgent need. A basic demand enables the academic chairmen to interact and deal efficiently with the changes of this era of cognitive excellence and technological acceleration. There is also a need for having chairmen who are aware and capable of leading the educational process with proficiency and taking part in socioeconomic security both regionally and internationally. Therefore, it has become a stand on the role(s) to be played by the academic chairmen at universities in the light of international standards and

contemporary accreditation techniques, which is all a national demand to control and assure the quality of education in an attempt to overcome the real problems of the institutions of higher education.

From the perspective of faculty members, the present study aims at investigating the role(s) played by the academic chairmen at Yarmouk University in Jordan in fulfilling the QAASs.Enhancing the capacity of a faculty member to evaluate the performance of his/her person(s) in charge, this study is an attempt to answer the following FIVE questions:

1. Are there statistically significant differences at the level of significance ($\alpha \leq .05$) in how the subject participants evaluate the role(s) of the academic chairmenat YU in fulfilling the QAASs due to the type of faculty they belong to?
2. Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between means and SDs as regards the science departments on each statement of the questionnaire to determine the academicchairmen's attitudes in fulfilling the QAASsaccording to the subject participants?
3. Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between means and SDs as regards the humanity departments on each statement of the questionnaire to determine the academic chairmen's attitudes in fulfilling the QAASsaccording to the subject participants?
4. Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between the means of the academic chairmen on each aspect of quality assurance according to the subject participants due to the type of faculty and on the questionnaire as a whole?
5. Are there statistically significant differences at the level of significance ($\alpha \leq .05$) for the interaction between such variables as the type of faculty and aspect of quality assurance according to the subject participants?

The study is limited to the faculty members at Yarmouk University in Jordan for the 2nd semester of 2017/2018. In light of this scope, a number of terms shall be procedurally defined:

1. *Quality Assurance*: The optimal use of all physical and human resources available at Yarmouk University to perfectly perform for fulfilling the quality assurance standards.
2. *Accreditation*: A set of educational activities and practices conducted by the academic chairmen at Yarmouk University for the 2ndsemester of 2017/2018 conforming to the educational specifications necessary to upgrade the proficiency of all the components of an educational product.

3. *Standards*: The principles under which an educational program(s) carried out by the academic chairmen at Yarmouk University for the 2nd semester of 2017/2018, and how they are suitable for all and any technological, scientific and intellectual developments.

2. RESEARCH CONTEXT: QUALITY ASSURANCE

Comprehensive quality assurance is a strategic priority for higher education. Its academic concernshave become the starting point of modern higher education due to cognitive explosion and scientific progress in the competitive struggle between academic and service institutions. This interest has resulted in fundamental transformations within the modern management of higher education institutions, which in turn have shifted from management to leadership and cost control to conduct management, increasing the quantity of outputs to improving the quality of services.

The academic institutions have made sure to make quality an effective tool for the continuous improvement of all aspects of production or service activities and for the diverse orientations of education. The concept of quality assurance has made multiple dimensions as "an essential business strategy that contributes to the provision of services that satisfies the employees at home and abroad significantly, by meeting their implicit and explicit expectations" (Motwani, 2016, p. 211). The activities that occur within an institution, including the quality of the director him/herself, services, information and operation, communications, personnel, objectives, supervision and management (Schargel, 2010).

Quality is also known as "a working manual for an educational system that includes multiple concepts and different requirements to address problems" (Schargel, 2010, p. 213), and defined as "to meet the needs of users at the lowest possible cost" (MacBeath, 2009, p.36). The US Federal Quality Institute defined quality as "doing the right thing and from the first step with the need to rely on an assessment of work to see how well it is improving" (Qahtani, 2012, p. 17; cf. Karl, 2009, p. 71). Thus, quality includes such different dimensions as technical, administrative, behavioral and social concepts, most notably equality, effectiveness, suitability, accessibility, acceptance and adequacy. It is the set of activities carried out by an organization with a view to achieving the value of the benefit to all parties related to the institution.

For quality in academic accreditation, the administration of a higher education institution is the basis of development. Therefore, the development of the work of an academic department has become the focus of interest of the different university

institutions. In actual fact, the development processes start from education; the greatest burden of development is thrown on them as a tool for developing human resources. Education occupies a distinct place among other fields; it is to increase the awareness of its role and impact in the future of nations and individuals (Almbtole 2010). In this respect, the quality of academic accreditation is achieved by the existence of a clear and specific policy that is efficient in the academic organization of educational institutions. This strengthens a system of follow-up and evaluation to avoid mistakes and provide high-level training systems for the educational and administrative body (Gnim, 2015).

The quality of the accreditation is based on a set of values whose energy is derived from the information it is able to employ to the talents of the workers and invest their intellectual abilities at various levels of organization in an innovative manner to achieve continuous improvement (Karl, 2009, p. 24).The quality of academic accreditation is defined as the process of applying a set of educational standards and specifications necessary to raise the quality of the educational product (Ahmed, 2012, p. 63). It is an interactive platform based on mutual cooperation according to established standards leading to continuous improvement in the quality of the educational process.

Now, for the quality standards in education and academic accreditation, it is well known such quality standards are an urgent need to control the quality of academic learning products for measuring and controlling the quality of the educational product. These are international standards for quality control of educational performance in its various stages (Khatib, 2007, pp. 7-13):

- Crosby's Standards:Crosby (1979) identified four standards for assuring the overall quality of education:
    - Adapting to quality requirements,
    - Avoiding errors in developing standards for good performance,
    - Preventing errors by ensuring correct performance for the first time, and
    - Evaluating quality through accurate measurement based on specific objectives and qualitative and quantitative criteria.
- Comprehensive Evaluation Standards:The members of the comprehensive education self-assessment Movement proposed some of the forty-five criteria divided into ten areas focusing on the efficiency of performance in educational institutions and these criteria are: educational programs, institutional support, administrative leadership, financial management, educational board, external

relations and self-development of an educational institution (Moore, 2008, pp. 7-13).

- Brown and Ray's Standards: Brown and Race (1995)set in their book standards for assessing the quality of education as regards teachers, learners and the educational material. And specific criteria for the skills and professional and personal characteristics that should be characteristic of the educational process and set out a set of conditions for each of these criteria, including: student-related criteria, teacher-related standards, etc. (Ahmad, 2012: 175)
- Baldrige Standards: M. Baldrige (1999) developed a system of quality control in education and academic accreditation, educational performance, school performance and results, and satisfaction of students and funders of an educational system (Abdul-Jawad, 2014).

3. PREVIOUS STUDIES

Researchers in the educational sciences have been interested in the subject of quality of interest, and several related studies have been carried out. In this context, the researcher in this study has presented what he learned from previous studies within the limits of his knowledge on the subject of quality in higher education:

- A study by Abu-Fara and Shalabi (2007) entitled "An Analytical Study of the Quality Assurance of Education at Al-Quds University" aimed at examining the importance of assuring the quality of higher education as an entry point for the full adoption of the concepts of TQM at Al-Quds University. Following the analytical descriptive approach in form of a questionnaire, the study revealed that top management practices do not focus on fulfillingthe quality assurance of higher education; Al-Quds University does not adopt an effective system for the same, and it focuses on assuring the quality of its various inputs not the quality of its outputs and/or operations.
- A study by Adadi(2012) aimed at identifying the obstacles impeding the application of quality management in the institutions of higher education in Saudi Arabia. Following the analytical descriptive approach by means of a questionnaire, several results were obtained; most importantly:some academic leaders are not convinced of the application of TQM, the policies and strategies of the application of TQM are ambiguousand the financial and ethical incentives are weak. A number of recommendations were also provided: to promote a quality-assurance culture and pay attention to all and any incentives as to faculty members in terms of a university's totalquality program.

- A study by Broch and Berkane (2012) entitled "The project of applying a quality assurance system in higher education institutions in Algeria: reality and prospects." The study aims to highlighting the importance of quality assurance in higher education institutions in Algeria by giving a look at the current dynamics and measures taken by the Ministry of Higher Education. The study also focused on such constraints as the absence of quality culture in higher education and the lack of material and organizational capabilities for effective handling of the information systems. The resistance of some internal parties to implement the system of quality assurance was also found to be an obstacle. So, the study suggested the need to focus on effective communication and participation as key factors to mitigate resistance to change.
- The study of Boozing (2010) entitled "The reality of the application of TQM in the Algerian higher education institutions. The study aimed at identifying the requirements and obstacles of applying TQM in university education. The results of the study revealed the need to support and support the senior management of quality management system Individuals, The most important of which are the lack of suitable organizational culture in the educational institutions and organizational culture that conforms to the requirements of applying the quality management approach at the level of organizational cultural dimensions (leadership, structures and systems, continuous improvement and creativity) , Central decision-making, weak trained and qualified personnel in quality management, Inadequate quality of educational service provided to students and the level of quality of service that conform to their wishes and expectations, and the lack of connectivity between the university faculties and sectors of the labor market and resistance to change, both employees or departments.
- The study of the Rqaad (2014), the application of the system of quality assurance in the Algerian higher education institutions: prospects and obstacles field study in institutions of higher education of the Algerian East, The study used the questionnaire to collect the data. The results of the study showed that the internal and external challenges faced by the Algerian higher education institutions have led to the implementation of the quality assurance system. In addition, there are differences in the views of the quality assurance officials on the appropriate policy to implement the quality assurance system, , And the results of the study revealed the existence of a number of obstacles that limit the application of quality assurance system and related to the leadership aspect at the level of the institution and the behavioral side of the parties involved in

its application. The study also revealed the existence of a number of elements of success are important in the leadership of higher education institutions to ensure the successful implementation of the system guarantee Quality in Algerian higher education institutions.

- The study of kolinski (Kolinski, 2002) on the determination of criteria and factors of success and failure in the application of TQM and its principles in educational institutions. To achieve this, the researcher used a questionnaire distributed to a sample of (481) educational institutions. Of the same constraints in business organizations when applying TQM entry,And that the educational institutions that implement this approach enjoy great administrative support and that they work in the spirit of the teamwork within the educational institution.

In conclusion, the results of previous studies have led to the applicability of the quality assurance system in higher education institutions and the adoption of international quality standards in the structure and education system (Abu Fara and Shalabi, 2007; Bouziane, 2010; Berouch and Berkane, 2012; In the educational sector to reduce educational problems, such as the study (Fall, 2014). The results of some studies indicate that institutions of higher education suffer from constraints on the application of TQM in education (Reyad, 2014); Kolinski, 2002, and the importance of leading institutions of higher education in the application of the quality assurance system as a study (Read, 2014) It is noted from the previous studies that the role of the academic chairmen in fulfilling quality assurance standards and academic accreditation from the point of view of faculty members, has not been measured from the point of view of faculty members, so this study to fill the lack of this aspect.

3. RESEARCH METHOD

Conducted by an analytical survey-based approach, the present study investigated the role(s) of the academic chairmenat Yarmouk University in fulfilling QAASsfrom the perspective of faculty members. Now, for assessing the faculty members' attitudes towards the fulfillment of such standards, the following scale was adopted:

- 4.5+to represent a very high assessment of the attitudes.
- 3.5-4.4 to represent a high assessment of the attitudes.
- 2.5-3.4 to represent a moderate assessment of the attitudes.
- 1.6-2.4 to represent a low assessment of the attitudes.
- 1.5- to represent a very low assessment of the attitudes.

The population of the study was represented by all the faculty members at Yarmouk University as one of the highly esteemed universities in the Hashemite Kingdom of Jordan for the 2nd semester of 2017/2018. The total number of such faculty members was 1071, of whom 441 were in the science departments and 630 in the humanity ones. Representative of the population, the sample of the study, however, consisted of 688 faculty members distributed to be 317 in the science departments and 371 in the humanity ones (see Table 1):

Table (1): Distribution of the Populationand Sample of the Study to the Science and Humanity Departments at YU

Sciences	N.		Humanities	N.	
Faculty of Science			**Faculty of Arts**		
Physics Department	40	30	Arabic Language and Literature Dept.	25	19
Chemistry Department	35	27	English Language and Literature Dept.	30	25
Mathematics Department	34	27	History Department	14	8
Biology Department	24	18	Modern Languages Department	10	7
Statistics Department	19	16	Politics Department	10	6
Geology Department	22	19	Sociology and Social Work Dept.	10	7
Hijawi Faculty of Engineering			Semitic Languages Department	-	-
Electronics Department	11	8	Geography Department	13	8
Communications Department	18	14	Translation Department	15	9
Computer Engineering Dept.	23	19	**Faculty of Economics and Administration**		
Electrical Power Dept.	16	13	Economics Department	12	8
Medical Information Systems Dept.	11	7	Business Administrative Dept.	13	9
Civil Engineering Dept.	17	14	Public Administration Dept.	14	8
Architecture Department	7	4	Financial and Banking Sciences Dept.	10	7
Industrial Engineering Dept.	4	2	Accounting Department	20	11
Faculty of IT and Computer Science			Marketing Department	-	-
Computer Science Department	18	14	Finance and Business Dept.	3	1
Computer Information Systems Dept.	17	**11**	**Faculty of Sharia and Islamic Studies**		
MIS Dept.	12	17	Jurisprudence Department	18	12
Network and Infor. Security Dept.	3	2	Fundamentals of Religion Dept.	33	21
Software Engineering Dept.	1	1	Economics and Islamic Banking Dept.	18	13
Faculty of Medicine			Islamic Studies Department	-	-
Public Medicine Department	2	**1**	**Faculty of Education**		
Basic Medical Science Dept.	14	10	Counseling and Psychology Dept.	39	24
Clinical Science Department	37	30	Admin. and Education Principles Dept.	17	13
Faculty of Pharmacology			Curriculum and Teaching Dept.	-	-
Pharmaceutical Science Dept.	11	8	**Faculty of Physical Education**		
Pharmaceutical Practice Dept.	5	3	Sports Science Department	21	18
Total	441	317	Physical Education Dept.	26	20
			Faculty of Law		
			Public Law Department	11	8
			Private Law Department	16	11
			Faculty of Fine Arts		
			Visual Arts Department	13	10
			Music Department	16	11
			Drama Department	10	7
			Design and Applied Arts Dept.	14	9
			Faculty of Archeology and Anthropology		
			Archaeology Department	10	7
			Anthropology Department	10	7

Inscriptions Department	2	1
Heritage Resources Department	9	5
Faculty of Mass Media		
Journalism Department	10	7
Radio and Television Department	8	5
Public Relations and Advertising Dept.	10	7
Faculty of Tourism and Hotels		
Tourism and Travel Dept.	8	6
Hotel Management Department	4	2
Language Center		
Language Center Department	19	14
Total	630	385

The QAASsin the higher education institutions of Jordan (and the indicators of the same) were adopted as a reference to this study's research instrument. They were formulated in specific statements in form of a questionnaire developed by the researcher for this purpose. Having been assessed by a number of experts as referees, the questionnaire consisted of forty eight (48) statements to be divided into 12 standards in the amount of 4 per each.

- ***Validity***:The researcher verified the validity of the research instrument (the questionnaire) and a number of 55 statements presented in its initial form to a group of 11 referees from the Departments of Education specialized in curricula and teaching methods, Arabic language, educational psychology, measurement and evaluation. Amendments were made in the light of their notes. After making the necessary adjustments in the light of the directives of the referees, the questionnaire finally became of 48 statements.
- ***Reliability***:The reliability of the research instrument was confirmed by applying it to another sample out of the study's population. Seventy (70) faculty members and the values of reliability were calculated in the manner of internal consistency using the Kronbach Alpha coefficient. The parameters of the questionnaire and its paragraphs were sufficient to make sure the questionnaire is reliable as the related coefficient was found to be 89.0.

4. RESULTS AND DISCUSSION

4.1 First RQ: Role(s) of Academic Chairmen in Fulfilling QAASs

Are there statistically significant differences at the level of significance ($\alpha \leq .05$) in how the subject participants evaluate the role(s) of the academic chairmen at YU in fulfilling the QAASs due to the type of faculty they belong to? The results are as shown in Table (3) below to find out the difference(s) between the responses of the subject faculty members in both science and humanity departments at YU to each statement of the questionnaire.

Table (3): Means, SDs and Std. Error for the Role(s) of Academic Chairmenin Fulfilling QAASsby Type of Faculty

Item	Sciences			Humanities			T-value	Df	Level of significance
	Mean	SD	Std. error	Mean	SD	Std. error			
1-A chairman has a clear vision for the academic management of a department.	4.49	893	089	434	7.7	6.07	1.273*	198	024
2-He always plans for department management	4.14	21.0	10	4.27	78	077	-1.017	185.309	310
3-his teaching plans are based on quality assurance standard and academic accreditation	4.15	98	097	3.96	93	093	1.407	198	161
4-the result of continuous planning processes are used to develop quality assurance accreditation	3.88	1.174	12	3.75	95	094	862	189.469	390
5-provides requirements for quality assurance and academic accreditation	4.02	1.08	11	3.83	1.14	11	1.210	198	228
6-provedes technical resources to support quality assurance and academic accreditation	3.27	1.38	14	3.21	1.34	13	313	198	755
7-facilitates the task of the faculty members to achieve the objective of quality assurance programs and academic accreditation.	4.22	97	097	4.02	1.15	11	1.332	198	184
8-the plans of its management programs clearly include the objective of quality assurance academic accreditation.	4.28	96	096	4.14	1.00	099	1.010	198	314
9-the academic programs offered by the academic chairmen are comprehensive.	4.02	1.17	12	3.99	1.14	11	183	198	855
10-be keen on administrative program to develop the creative capabilities of faculty members.	4.05	1.18	12	3.82	1.16	12	1.389	198	166
11-the performance of the members of the academic staff according to clear and specific criteria.	3.82	1.29	13	3.85	97	096	-.186	183.640	853
12-take into account the academic characteristics of faculty members in the preparation of its administrative programs to achieve quality assurance and academic accreditation.	3.62	1.29	13	3.59	1.18	12	171	198	864
13-provide faculty members with the opportunity to participate in the selection of academic programs.	3.98	1.21	12	3.70	1.18	12	1.650	198	100
14-provides the necessary precaution for quality assurance and academic accreditation.	4.04	1.14	11	3.65	1.24	12	*2.308	198	022
15-encourages faculty members to participate in activities necessary to ensure quality and academic accreditation.	3.81	1.23	12	3.51	1.34	13	1.652	198	100
16-the academic chairmen enjoy high professional competence in the management of the department.	4.31	1.17	12	4.25	1.05	10	382	198	703
17-provides academic freedom for faculty members in the light of quality assurance and academic accreditation standard.	4.10	1.22	11	4.03	3.27	33	202	198	840
18-the academic chairmen are keen on their professional development in the fields of management.	3.99	1.22	12	3.67	1.19	112	1.879	198	062
19-the academic chairmen participate faculty members in committees and university councils.	3.70	1.15	12	3.56	1.14	11	864	198	388
20-accepts evaluation of the equipment of faculty members to achieve quality assurance standard and academic accreditation.	4.13	1.21	12	3.84	1.19	12	1.710	198	089
21-pursue to deepen the concepts of quality and academic accreditation and development and spread.	4.28	1.15	11	4.10	1.07	11	1.149	198	252
22-the members of the faculty training on methodological methods to achieve quality assurance standard and academic accreditation.	4.15	1.18	12	3.91	1.04	10	1532	198	127
23-participates in conferences seminars and special meetings with quality assurance and academic accreditation.	3.54	1.41	14	3.32	1.25	13	1.166	198	245
24-encourages faculty members to teach creation in light of standard of quality assurance and academic accreditation.	3.97	1.21	12	3.59	1.08	11	*2.340	198	020
25-keep models of quality assurance standard and academic accreditation in the areas of management.	3.51	1.22	12	3.51	1.22	12	816	198	416
26-he employs his own experience in apply quality assurance and academic accreditation standard in the areas of management.	3.58	1.40	14	3.27	1.25	12	1.653	198	100
27-instruct the faculty members to sources of information related to quality assurance standard and academic	4.05	1.12	11	3.60	1.21	12	*2.731	198	007

accreditation.									
28-the faculty members participate in the application of quality assurance and accreditation standard.	3.83	1.72	13	3.61	1.22	12	1.247	198	214
29-invites the faculty members to undertake applied research in the light of quality assurance and accreditation standard.	3.79	1.60	16	3.53	1.51	15	2.549*	198	012
30-improve the academic and the administrative organization in a way that leads to the management of quality assurance standard and academic accreditation.	4.16	1.20	12	96	096	1.167	188.963	245	
31-didicated to managing the department in light of quality assurance standard and academic accreditation.	4.12	1.17	12	3.79	1.00	10	2.144*	197	033
32-the academic chairmen have administrative and scientific qualification that quality for effective management of the department.	4.04	1.25	12	3.82	1.22	12	1.263	198	208
33-enhances academic relation with higher education institutions once again.	3.66	1.33	13	3.32	1.21	12	1.885	198	061
34-continues to follow up the work of faculty members to maintain quality in line with the objective of the department and its academic mission	3.81	1.26	13	3.33	1.25	12	2.706*	198	007
35-contributes to the future management planning of the department with a guiding strategy.	3.57	1.34	13	3.27	1.18	12	1.684*	198	044
36-determines the academic needs necessary for the department to practice its educational activates in the areas of quality assurance and academic accreditation.	3.70	1.32	13	3.60	1.18	12	564	198	573
37-ruling on the efficiency of the faculty members to control quality.	3.90	1.18	12	3.54	1.07	11	2.266*	198	025
38-an understanding of the financial position of the department and its future projects in the area of quality assurance and academic accreditation.	3.78	1.23	12	3.77	1.07	11	048	197	962
39-the activities of the department are consistent with the policy of the college and the university in the light of the standard of quality assurance and academic accreditation.	3.88	1.25	12	3.63	1.00	10	1.561	189.046	120
40-organizes a plan to develop the departments work in the light of quality assurance and academic accreditation standard.	3.66	1.30	13	3.66	1.18	12	00	198	026
41-proveds academic facilities for the implementation of quality assurance and academic accreditation.	3.83	1.30	13	3.44	1.17	12	2.238*	198	026
42-maintains the tools and equipment used by faculty members in academic teaching.	3.25	1.38	14	3.25	1.37	14	2.362*	198	019
43-additions or improvement to the material resources that will occur in the section in the coming years.	3.97	1.26	13	3.32	1.26	13	3.646	198	000
44-commited to the special standard to ensure quality standard and academic accreditation.	4.11	1.20	12	4.08	1.01	10	191	192.673	848
45-the academic freedom of teaching staff members shall be respected.	4.11	1.14	11	3.75	1.20	12	2.170*	198	031
46-the regulation and instruction for quality assurance and academic accreditation shall apply	4.08	1.22	12	4.30	1.22	12	1.217	198	025
47-academic projects and courses shall be updated with quality assurance and academic accreditation.	4.02	1.28	13	3.43	1.30	13	3.239	198	001
48-special community surveys are conducted to ascertain their academic need for quality assurance and academic accreditation.	4.07	5.22	52	3.39	1.15	12.	2.206	198	029
Total	3.93	741	074	3.96	696	069	2.345*	198	020

Table (3) shows that the differences between the role(s) played by the academic chairmen in fulfillingQAASs from the point of view of faculty members were statistically significant at level (0.05) in the following paragraphs in a descending order as follows: “He has a clear vision” with a mean of (4.34), standard deviation (7.70), followed “applying regulations and instructions for quality assurance and academic accreditation” with a mean of 4.30 and a standard deviation of 1.22, then "he is assigned to manage the department in the light of the QAASs" with a mean of 4.12,

and standard deviation (1.174) and "special community surveys to determine their academic needs for quality assurance and academic accreditation" with a mean of 4.07 and standard deviation (1.157).

This may be attributed to the interest of the academic chairmen in the science and humanity departments to achieve the QAASs from the point of view of the faculty members distinguished by its diverse diversity due to the diversity of branches of its departments based on its practical procedures And the relationship of chairmen of social university departments inside and outside the university and with the society to facilitate the implementation of the tasks of their departments' programs to achieve quality assurance standards and academic accreditation, which is one of the basic requirements. This result is consistent with Raqad(2014) of the quality assurance system to the leadership of higher education institutions, and is consistent with the study of the applicability of the study (Abu-Fara and Shalabi, 2007; Bouziane, 2010; Broch and Berkane, 2012; raqad 2014 for the quality assurance system in higher education institutions and the introduction of international quality standards in the structure and educational system.

4.2 Second RQ: Academic Chairmen's Attitudes/Science Departments

Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between means and SDs as regards the science departments on each statement of the questionnaire to determine the academic chairmen's attitudes in fulfilling the QAASs according to the subject participants?

As shown in Table (3), it was found that there are statistically significant differences at the significance level ($\alpha \leq .05$) between the mean and standard deviations of the sciencedepartments on each paragraph of the questionnaire to determine the attitudes of the academic chairmen in fulfilling quality assurance standards and academic accreditation From the point of view of faculty members, All of them were high. The highest mean of the questionnaires was found to be a section devoted to the management of the department in light of the standards of quality assurance and academic accreditation, with a mean of 4.12 and a standard deviation of 1.174. To complete the department's transactions in terms of financial procedures and field follow-up of practical applications followed by a paragraph (providing academic freedom for faculty members in the light of quality assurance and academic accreditation standards) with a mean of 4.10 and standard deviation of 1.145. This may be attributed to the need for faculty members to have academic freedom in the executive procedures to achieve quality assurance such as field visits to the applied

tasks of the students' work and the requisite purchase claims and payment of dues in coordination with the academic chairmen.

Another significant paragraph was that (conducting special surveys for the community to find out their academic needs for quality assurance and academic accreditation) with a mean of 4.07 and standard deviation of 1.157. This may be attributed to the faculty members' belief in the role(s) played by the academic chairmen in leading their departments towards an academic free environment Serving their communities, and He stressed their academic needs by preparing the necessary plans for quality assurance and academic accreditation, which is the responsibility of the faculty members and their communities to find effective solutions to their practical problems and academic needs of some scientific disciplines.

The lowest mean of the paragraphs was that (maintenance of the equipment used by the teaching staff) with a mean of 3.25 and a standard deviation of 1.380 and a medium degree. This may be due to the interest of the chairmen of the science departments in administrative and technical work. The maintenance work of the maintenance department at the university, which includes a team specialized in the maintenance of computers and educational tools, and this result to a certain extent with the study (Broch and volcano, 2012) in the lack of material resources that enable the effective handling of the information system.

4.3 Third RQ: Academic Chairmen's Attitudes/Humanity Departments

Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between means and SDs as regards the humanity departments on each statement of the questionnaire to determine the academic chairmen's attitudes in fulfilling the QAASs according to the subject participants?

As shown in Table (3), there are statistically significant differences at the level of significance ($\alpha \leq .05$) between the means and the standard deviations of the academic chairmen in fulfillingQAASs from the point of view of the faculty members. The paragraphs of the resolution had a paragraph (He has a clear vision towards the department's academic department) with a mean of (4.34) and standard deviation (7.70) This may be attributed to the experience of the academic chairmen in the administration of the department in addition to the administrative meetings held by the faculties and department chairmen of the faculty members on quality assurance and the application of their standards, which led to clarity of the approach of the chairmen of the humanity departments in the application of regulations and instructions for quality assurance and academic accreditation with a mean of 4.30 and

standard deviation of 1.22. This may be attributed to the keenness of the academic chairmen in the humanity faculties from the point of view of the faculty members to lead the educational process based on the application of disciplinary systems to maintain the means of quality assurance and academic accreditation.

The lowest mean of the paragraphs was that (planned additions or improvements in material resources will occur in the coming years) with a mean of 3.32 and a standard deviation of 1.262. This may be due to the fact that the academicchairmen are not responsible for planning additions or improvements in the material resources that will come to the department in the coming years from the point of view of the faculty members, because their educational roles are limited to planning teaching and administrative work for the faculty members.This finding is somewhat consistent with Bozian's (2010) study of inadequate quality of educational service provided to students and, to some extent, with Broch and Berkne (2012) in the lack of material and organizational capacity to effectively deal with the information system.

4.4 Fourth RQ: Academic Chairmen on Aspects of Quality Assurance

Are there statistically significant differences at the level of significance ($\alpha \leq .05$) between the means of the academic chairmen on each aspect of quality assurance according to the subject participants due to the type of faculty and on the questionnaire as a whole?

Table (4): Result of tests for the differences between the means of each area of the instrument scale

Item	Sciences			Humanities			T-value	Df	Level of significance
	Mean	SD	Std. error	Mean	SD	Std. error			
1-the message and objective and planning	4.1360	7553	07553	4.0300	6584	06584	1.058	198	291
2-educational programs and their effectiveness	3.9680	8198	08198	3.8360	08290	08290	1.132	198	259
3-student and student services	3.9125	8872	08872	3.6775	8677	08677	1.894	198	060
4-the faculty members	4.0460	8752	08752	3.8700	1.1070	1107	1.247	198	214
5-scientific research and creation	3.9180	9321	09321	3.6860	8250	08250	1.864	198	064
6-libray and information resources	3.5760	1.0634	1063	3.5040	1.0168	1017	489	198	625
7-governance and administrative	3.9580	9873	09873	3.6500	8516	08516	2.362*	198	019
8-physicalness sources	3.7945	1.022	09912	3.5620	8163	08163	1.577	198	116
9-physicalness sources	3.8540	1.1861	1186	3.4340	9509	09509	2.763*	198	006
10-institutional integrity	4.1140	9510	09510	3.9540	8050	08050	1.284	198	201
11-interaction with the community	4.0900	0.9604	1440	3.4680	9446	09446	3.611*	198	000
12-quality assurance department	3.8960	9927	09927	3.7180	9269	09269	1.311	198	192

The results are as shown in Table (4) to find the significance of the difference between the means of the academic chairmen in each field of quality assurance standards and academic accreditation from the point of view of the faculty members due to the different specialization and the tool results of tests for the differences

between the sample of the study on each field of the instrument scale.Table (4) shows that the significance of the difference between the responses of the faculty members was statistically significant at (0.5) in the following fields: (Governance and Management, with a mean of (3.95), a standard deviation (0.987) (3,79), standard deviation (1.02), interaction with the local community with a mean of (4,09) and a standard deviation (0.962) This may be attributed to the interest of the chairmen of science departments in the above areas from the point of view of the faculty members to suit the nature of their roles that tend to lead, governance and administration to stimulate the enthusiasm of faculty members in the preparation and implementation of practical programs,

The organization of financial resources for additional lectures and field visits based on bonuses for supervisors, and positive interaction with the community to attract parents' attention to follow up their students at the university and facilitate the implementation of the programs of the applied departments.

4.5 Fifth RQ: Interaction of Type of Faculty and Aspect of QA

Are there statistically significant differences at the level of significance ($\alpha \leq .05$) for the interaction between such variables as the type of faculty and aspect of quality assurance according to the subject participants?The results are shown in Table (5)to find the significance of the interaction between gender and the field difference.

Table (5): Summary of the results of the binary variance analysis of the QAASs

Source	Total squares	Df	Average square	Value (F)	Level of significance
Specialization	45.427	1	45.427	50.730	000
Field	60.531	11	5.503	6.145	000
Specialization field	11.479	11	1.044	1.165	306
Error	2124.068	2372	895		
Total	37276.178	2396			

It should be noted from Table (3) that the estimates of faculty members in the science departments of the extent of the chairmen of universities towards the achievement of quality assurance and academic accreditation standards are higher with statistically significant differences at the level of (0, 05) of the estimates of faculty members in the humanity departments. This was discussed when answering the first question of the study.

It is also noted that the estimates of the faculty members in the university departments differ by statistically significant differences at the level of significance (0.05) from one field to another. This was discussed when answering the fourth question of the study. The field, this may be due to the fact that the quality assurance

and academic accreditation standards are in a single format in line with the needs and requirements of all departments according to their specialties. The result of this study is consistent with Abu Fara and Shalabi's (2007) study that Al Quds University focuses on ensuring the quality of its various inputs.

5. RECOMMENDATIONS

To end with, the present study recommends the following set of points for further enhancing the role(s) played by the academic chairmen at YU in fulfilling QAASs:

- Spreading the culture of total quality in education among the academic chairmenat the various universities in Jordan to fulfill QAASs.
- Enabling the faculty members at either university in Jordan to assess the performance of their academic chairmen in light of QAASs.
- Enriching the related literature with more studies concerned with QAASs along withother various elements as an integrated system in university education.

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