

# Improving the Quality of Learning Based on the Education and Training Evaluation Commission Standards

Mesfer Ahmed Mesfer Alwadaï

College of Education, King Khalid University, Kingdom of Saudi Arabia

E-mail: malwadaï@kku.edu.sa

---

## Abstract

The aim of this study was to evaluate the degree to which the quality of education in public secondary schools in the Asir region is enhanced, based on the requirements set by the education and training assessment commission. The perspective of school principals was taken into account. To achieve the objectives of the investigation, the researcher implemented a descriptive research design and applied a quantitative strategy, relying on the questionnaire as the main tool for collecting data. The study was conducted on a sample of 208 school principals, including both male and female persons, from the Asir region. The participants were selected by a process of randomization. The results of this study indicate that the degree of learning quality is affected by several aspects, such as adherence to planning standards, execution of lesson standards, and application of evaluation standards. The results indicate that there is no statistically significant difference in the degree of learning quality when considering the factors of gender and level of qualification.

**Keywords:** Improving the Quality of Learning, Education and Training Evaluation Commission Standards, public secondary schools, Asir region

## 1. Introduction

By considering education as a commodity that must compete and aim to satisfy its consumers, which include students, society, and the state, the interest in guaranteeing quality in educational institutions arose. Parents and students both want their children to have access to the greatest education possible so they can pursue brilliance and innovation (Mohieldein, 2023). While the state aims to exceptional educational achievements that allow it to accomplish the objectives of its development plans, students aspire to the greatest qualifications for their children. The foundations and guiding principles of continuous improvement through adherence to success standards and performance indicators set apart the quality assurance framework. Establishing the school as an educational institution concerned with student affairs in a rich environment with top-notch human and material resources, it also defines and arranges priorities, measures learning, teaching, and leadership processes, and accomplishes curriculum objectives (Karam et al., 2021). The quality assurance framework includes elements that are particularly valuable, like positive relationships, higher-order thinking skills, cooperation, conflict resolution, academic achievement, learning styles, and teaching strategies, in addition to a variety of evaluation

methods in formats directly related to quality assurance standards. Verifying good performance is another requirement of the quality framework. This helps people comprehend how highly impactful tasks can be completed effectively and efficiently, enabling them to work together as a cohesive team to implement critical processes, which begin with planning and conclude with evaluation (Ghițulică & Damian, 2020).

A main and obvious objective of all educational activities is raising the standard of instruction. For almost ten years, UNESCO has been adamant at all of its conferences advising every nation of the world to raise the standard of education (Sánchez-Chaparro et al., 2020). Most developing nations rely on UNESCO's help to improve their education mostly in terms of raising the quality of the outputs of the system. Therefore, quality assurance calls for supervisors and school principals to work constantly to guarantee that the designated self-review process is followed by the whole school, that everyone strives to develop a common understanding of the standards and performance indicators, and that principals and supervisors are eager to offer thorough reports on the degree to which the used standards within the framework have been complied with. Applying self-based review helps to ensure the quality and ongoing improvement features attained by the institution (Marjin, 2024).

Education professionals, students, courses, buildings, administration, and the surrounding environment all play a role in determining the overall quality of a school's educational program (Pardilla, 2024). The goals of education should be met by pedagogical practices and student outcomes that exhibit these characteristics. If you want a top-notch education, you have to plan ahead, strategize, and carry out all the parts meticulously (Al-Hamidi, 2021). Educational institutions need to be nimble and responsive if they are to keep up with the complex and rapid changes that characterize modern life. As part of their responsibility to educate, schools and other educational institutions must be able to adapt and respond to the many challenges they face (Maharma, 2020).

The establishment of the Arab Organization for Quality Assurance in Education in 2007 aimed to conform with the global trend of educational certification. The organization functions independently as a non-profit entity within the League of Arab States, with its primary goal being to improve the quality of education in the Arab world (Maharma, 2020). The organization's mission, vision, and goals revolve around making substantial contributions to improving the quality of education and providing top-notch education services and accreditation in accordance with global standards. The development of these standards involved coordination with specialist international organizations and experts from the Arab area (Al-Saudi & Asiri, 2021). The criteria include many aspects of teaching methods and academic research, student population, operational efficiency, resources, communication, innovation, and outstanding achievements. These standards are assessed based on more than one hundred factors. The organization has partnered with multiple educational institutions to achieve exceptional educational benchmarks (Kumar et al., 2020).

The quality of schools varies significantly both within individual countries and across the world. The caliber of students who complete their studies at these schools is heavily influenced by the educational programs offered by each institution, as well as the knowledge, skills, and values

imparted to them (Wahira & Hamid, 2023). The variation in the cognitive and academic achievements among schools in Saudi Arabia can be ascribed to the lack of a standardized system that acts as a reference point for assessing excellence. Ensuring the quality of educational services is of utmost importance. It is imperative to closely oversee the processes involved in providing these services and establish a framework for assessing schools. The outcomes of these assessments must be publicly disclosed, allowing parents to make well-informed choices and distinguish between the offerings of various educational institutions. In addition, this feedback technique enables school administrators to discern areas of proficiency to fortify and deficiencies to rectify (Jaboob et al., 2023).

The implementation of a quality system and adherence to the standards set by the education and training assessment commission is the approach that educational institutions can choose to remain current with the demands of the present and future, and successfully tackle problems and challenges. It is a potent and influential tool that ensures the quality of the educational process and emphasizes the significance of maintaining consistency in the processes of development and continuous enhancement. It is a highly significant approach for assessing and quantifying performance, and is crucial for guaranteeing the attainment of goals or degrees of success (Mohieldein, 2023). This study aimed to investigate the enhancement of Learning Quality in Asir schools in the Kingdom of Saudi Arabia, based on the standards set by the Education and Training Evaluation Commission. The motivation behind this study was the noticeable disparities in educational outcomes among schools and the lack of research in this area.

### Research questions

This research aims to address the following questions.

1. What is the degree of quality of learning in public secondary in the Asir region from the point of view of school principals?
2. Are there statistically significant differences in the degree of quality of learning due to the variable of gender and level of qualification?

## 2. Literature Review

Quality is a powerful instrument for achieving ongoing enhancement in every part of the system within any institution. The Federal Quality Institute in the United States of America offers a precise definition of quality as the process of executing work correctly from the initial step, without the need for subsequent evaluation to gauge performance improvement (Alghamdi et al., 2023). According to Aid et al. (2024), quality is a fundamental business strategy that involves delivering goods and services that effectively meet the expectations of customers, both domestically and internationally. This approach harnesses the expertise and inherent capabilities of employees to advance the interests of the organization and society at large. Additionally, it aids in bolstering the financial position of shareholders (Sheikh et al., 2019). UNESCO identifies two principles that commonly describe the concept of quality education: The first principle is contingent upon the cognitive development of learners, which serves as the primary and explicit

objective of all educational institutions (Susiani, et al., 2022). Therefore, their achievement in this aspect serves as a measure of their excellence. The second principle highlights the significance of education in fostering values and attitudes. Pertaining to the principles of responsible citizenship and fostering an environment that promotes both imaginative and emotional growth (Darmawan, 2020).

Education quality refers to the capacity of an educational institution, at all levels, to effectively carry out its responsibilities in order to produce graduates who are capable of fulfilling the societal requirements as defined by their predetermined objectives and criteria (Yassen, 2020). Nations strive to attain high-quality education that yields positive outcomes for its students, as great education is vital in helping countries achieve their objectives (Kerawani, 2019). The concept of quality originated in industry and business, and gradually gained attention in the economic, scientific, and social domains. Eventually, it expanded to encompass all aspects of life, such as education and health. Embracing quality in these fields has resulted in heightened competition to achieve the utmost levels of performance and output (Al-Fahmi, 2020).

There has been a recent surge in interest regarding the quality of education, as new ideas have emerged in this area. One such concept is comprehensive quality, which is seen as a top priority for many countries that aim to offer exceptional education to their children (Madani, 2019). Quality is a key focus in the strategic plans of education ministries in various countries. The aim is to align the educational system with the vision and mission of the Ministry of Education, ultimately providing high-quality education services. This is achieved through the implementation of a comprehensive policy that monitors the quality of teaching and learning in the ministry's schools, in order to fulfill the ministry's strategic objective (Zaini et al., 2023). The objective is to enhance the standard of education by ensuring the quality of curricula and evaluation, incorporating information and communications technology in education, promoting effective school leadership and community involvement, establishing accountability through the Education Quality and Accountability Unit, and creating a secure and stimulating school environment. This will ultimately contribute to the development of competent and productive citizens who are loyal to their country (Affounh et al., 2020).

The quality of education is intricately connected to the processes of learning, teaching, and management, with the aim of aligning education with societal demands and fostering the growth and cultivation of learners' creativity (Biggs et al., 2022). Learning takes place through the interaction between the learner and their environment. It is evident that learning has occurred when there are noticeable changes in the learner's behavior. Educators play a crucial role in facilitating this learning process by creating opportunities for interaction. To facilitate effective educational transformation, it is necessary to create an optimal learning environment by establishing comprehensive conditions and standards for educational operations, including a robust system for ensuring educational quality (Videnovik et al., 2020).

Standards are universally recognized as a shared language and an objective that schools, parents, and the local community strive to attain. They facilitate the establishment of precise and specific criteria for assessing the academic achievements of children and educational institutions. These criteria can serve as a means of holding institutions accountable for their performance. Standards

define the desired level of performance or quality and assess the appropriateness of a student's abilities and knowledge in meeting those standards (Septrisia, et al., 2021). According to Stracke (2019), high standards are demonstrated by an individual's independence, integrity, self-organization, and ability to maintain complete control over their emotions and conscience. Additionally, it is characterized by their artistic abilities and high level of professionalism. It is seen by some as a benchmark for evaluating performance, where the real performance is evaluated and compared. As per the established criteria, any notable discrepancies are addressed and rectified by appropriate remedial measures and activities. Comparison is conducted by evaluating the relationship between performance and objectives, indicating that standards serve as a gauge for measuring the alignment between the desired outcome and the methods used to achieve it (Wahyu, 2020). Quality assurance is a systematic approach that focuses on incorporating quality into the various components of a system, including its inputs, processes, and outputs. It utilizes self-supported review and a concept known as "smart accountability," which differs from the administrative accountability commonly found in the Jordanian educational system. Smart responsibility is centered around personal growth and entails proactively comprehending and assessing one's own job. An approach to acquiring the skills to utilize resources in a more efficient and proficient manner (Zaleha et al., 2022).

Establishing benchmarks for excellence in education entails the establishment of agreed-upon standards that act as a social agreement between teachers, educational authorities, parents, and students. These standards encompass expected levels of educational achievement in all areas, providing a shared language and objective (Pham et al., 2022). The purpose of joint monitoring and recording of student achievement is to assess teachers' proficiency in attaining predetermined objectives, enhance teachers' enthusiasm for implementing effective learning strategies and vertical progress maps, establish a reliable framework for report preparation, and highlight the positive aspects of students' accomplishments (Littenberg-Tobias & Reich, 2020).

Monitoring and ensuring the accomplishment of quality in teacher performance necessitates the use of standards and indicators. These standards serve as the benchmark against which the level of teacher performance is evaluated (Althunibat et al., 2022). The following are criteria for evaluating the teacher's success in terms of organizing and growing knowledge in education: The teacher's representation is based on their expertise in diverse sources of knowledge, their active engagement with global changes and advancements, their enthusiasm for scientific knowledge and contemporary teaching methods, and their commitment to continuously renewing their experiences and skills (Epifanić et al., 2020). Additionally, they train their students in self-directed learning and consistently strive to assist them in independently discovering knowledge and information. Developing thinking skills involves several aspects. The teacher should actively listen to their students' ideas and suggestions, motivate them to generate new ideas, and offer a variety of activities that promote critical thinking. These activities should enhance their ability to articulate ideas, ask questions, and foster skills such as originality, fluency, flexibility, understanding relationships, constructing hypotheses, and exploring alternative solutions (Mohieldein, 2023). Furthermore, the teacher should encourage students to take initiative in discovering, observing, reasoning, communicating, and generalizing. In addition to creating a more advanced educational setting: The instructor prioritizes the design and management of the

classroom to create an educational atmosphere that promotes flexibility in interactions with students, emphasizing appreciation, respect, and mutual cooperation. He is eager to create a classroom atmosphere that is marked by accuracy, engagement, and active involvement, with the aim of achieving optimal outcomes. To foster an environment of trust, acceptance, and appreciation between the teacher and pupils, it is important to incorporate leisure activities that enhance motivation to learn (Karam et al., 2021). The utilization of information technology: This refers to the teacher's utilization of specialized and varied programs to deliver scientific content, their attention to educational activities, and the incorporation of educational media to successfully attain the intended educational objectives. The scientific research part involves considering a wide range of learning materials, including both Arabic and foreign references. It also includes a strong interest in attending training courses and seminars. The integration of the school with society involves the teacher familiarizing students with significant social issues in their community and fostering their understanding of their responsibilities to society and the nation (Ghițulică & Damian, 2020). This is achieved through educational experiences and the interpersonal connections that develop between the teacher and the student. These connections should be defined by discourse, engagement, and the sharing of experiences between the teacher and the student. Evaluation aspect: The teacher should prioritize the practical application of information by implementing a performance evaluation system that ensures the student's confidence in their skills and knowledge.

There is increasing interest in the function of the school principal as a resident educational supervisor in their school (Sánchez-Chaparro et al., 2020). This role focuses on enhancing the quality of education provided by teachers and the learning experience of students. The school principal, as a resident supervisor, is charged with the most crucial educational tasks. Strategizing: The school principal, who oversees planning, engages in a discussion with the instructor regarding the process of deriving specific educational objectives from general educational objectives, as well as how to establish and derive educational objectives for the lesson. He engages in a discussion with the teacher regarding the behavioral formulation of educational objectives and the daily preparation for lessons. He diligently monitors the daily class preparation and offers constructive criticism. Oral or written critique (observations, instructions, suggestions) regarding it (Marjin, 2024). Academic discipline: One of the primary responsibilities of the school administrator is to oversee the implementation and development of the curriculum. In this domain, the school principal is obligated to evaluate the designated curricula, establish specialized committees to examine and analyze the curricula, conduct studies and research, and put up appropriate proposals to enhance and advance it in accordance with educational advancements and progress (Alghamdi et al., 2023). Initiating the classroom setting and its corresponding activities: The classroom setting serves as the arena for direct interaction between the teacher and the student, the academic subject, and the learning environment. Enhancing the classroom situation in all its facets is a fundamental responsibility of the school principal, who acts as a resident supervisor. To fulfill this duty, the supervising principal must be equipped with the necessary skills and resources. He is entitled to visit the teacher during classroom visits as per the pedagogical methods of the visit and offer support to enhance the instructor's classroom performance, promoting interactive teaching and facilitating learning (Aid

et al., 2024). The primary responsibilities of the school principal in the technical and administrative domains are around enhancing the professional growth of teachers through staff development initiatives. To effectively fulfill this responsibility, the administrator must prioritize their own professional development before focusing on the professional growth of the instructors they oversee and supervise. The principal must utilize various scientific methods to identify the professional requirements of teachers and take action to address them, such as nominating them for training courses, workshops, discussion groups, or other suitable opportunities. In the realm of school climate, implementing professional development initiatives and offering growth prospects to educators and other staff members is beneficial and contributes to enhancing their performance (Sheikh et al., 2019). However, it is important to note that these measures alone are insufficient. Educational activities in schools occur within a social setting and atmosphere. This climate is intended to serve as a motivating factor for productivity and expansion. To do this, the school must provide a secure and emotionally supportive atmosphere, where values of collaboration, progress, and a commitment to exceptional advancement are prevalent. Field of evaluation: Assessment is a crucial responsibility of the school principal, serving as an essential procedure to determine the degree to which objectives have been accomplished and the level of effectiveness of the strategies and execution methods (Susiani, et al., 2022). Due to the significance of assessment in managing work and rectifying its progress and operations, the school principal's procedures must be conducted scientifically in terms of implementation, extraction, and evaluation of nutrition. Constructive feedback requires the individual to adequately prepare and give the relevant tools (Darmawan, 2020).

#### Previous studies

Kerawani (2019) explored the impact of primary school administrators on ensuring quality assurance in Salfeet Governorate. The study also sought to investigate whether there are significant statistical variations in the teachers' perceptions of the role of primary school administrators in achieving educational quality in Salfeet Governorate, based on the variables of gender, age, experience, and specialization. In order to accomplish the study's goals and verify the accuracy of its hypothesis, the researcher employed a confirmed and validated questionnaire to gather the necessary data from a sample of 79 male and female teachers. The study sample that was analyzed consisted of 20% of the original population. The data was evaluated using a descriptive approach and statistical methods. The study sample had the following characteristics: The school administrators have a crucial role in achieving high-quality education in the elementary schools in Salfeet Governorate. There is no significant variation in teachers' replies on the impact of principals in basic schools on achieving excellent education in Salfeet governorate, based on the variables of age, specialization, and experience. Statistical disparities exist in teachers' replies about the role of principals in achieving quality education in Salfeet governorate. These differences are attributed to the variable of gender, with female instructors showing a preference.

Al-Fahmi (2020) explored the standards, models, and methods used to manage and maintain quality in educational organizations. This was done by examining different perspectives on quality standards and models, as well as the strategies for managing and implementing them in

educational organizations, specifically in relation to Saudi Arabia's Vision 2030. The study employed the historical method and utilized a methodology that involved reviewing and updating past studies and research on management and quality assurance in educational organizations. Key discoveries: The quality of education is a holistic approach to the development of educational institutions. The education system primarily focuses on implementing a high standard of quality across various aspects, including international competition, enrollment rates, education expenditure, advancements in information systems and production methods, and meeting the needs and satisfaction of users or customers. The primary criteria for assessing the quality of education include meeting the needs of users, planners, and financiers of the educational system, effective educational leadership, professional development of educational and departmental systems, and enhancing performance and output quality. Various strategies can be utilized to manage the quality of education, including self-assessment, external evaluation, and evaluation of outcomes. The management of quality in the educational system is influenced by the variety of its aspects and components. This management focuses on three primary areas: meeting the demands of users, improving the efficiency of educational organizations, and enhancing the efficacy of educational leadership.

Yassen (2020) explored the involvement of school management in implementing quality standards for Islamic education teachers. The study sample in the Directorate of Education in the Zarqa Region comprised 72 male teachers and 88 female teachers. In order to accomplish the study's goals, a descriptive technique was employed, with a questionnaire serving as the primary instrument for data collection. The findings indicated the extent to which the school administration plays a role in implementing quality standards in teaching for Islamic education teachers. The planning standard received the highest score of 3.71, while the implementation standard also received a high score of 3.83. The evaluation standard was finally determined to be moderate, with a score of 3.56. The findings also indicate that there are no statistically significant differences between the sexes (male and female) of Islamic Education teachers. However, there are statistically significant disparities in years of experience, favoring those with five years or less.

Susiani et al. (2022) Conducted a meta-analysis to assess the educational quality in Buleleng Regency. The focus of this study is on researchers and research reports. The process of data analysis starts by classifying each research based on its research paradigm and the main concerns addressed. Subsequently, the findings of all studies are compared based on their respective categories. The findings demonstrated a significant correlation between the caliber of educators or instructional personnel and student academic achievements. The quality of teaching can be enhanced through the creation and implementation of novel learning models. If educators engage in training programs focused on creative learning, they may enhance classroom management and the learning process. As a result, the quality of education and the competence of graduates will be enhanced, enabling them to effectively compete in the global era.



### 3. Methodology

This study employed a descriptive research approach and quantitative methods to provide a detailed, precise, and organized representation of the characteristics and data related to the population being examined. Saunders et al. (2016) argue that the main goal of descriptive quantitative research is to systematically define and clarify the many characteristics of the subject or situation being studied. Afterwards, the collected data is submitted for thorough study and subsequently presented.

#### Population and Sample

Data processing and the discovery of answers to research questions can be enhanced through the use of survey methods and experimental designs. Nevertheless, these endeavors could backfire if researchers choose the wrong subjects (Sekaran & Bougie, 2016). Therefore, evidence from people with the actual capacity to fix the aforementioned problems is essential for the research to have any value. Sampling, in its most basic definition, is picking a subset of a larger population to represent the whole. To learn more about a bigger population, researchers use samples, which are smaller subsets that are nevertheless typical of the whole (Creswell, 2014). According to the Morgan table, 230 school principals from the Asir region were surveyed for the study. To choose the principals of these schools, we employed a process called simple random selection. Out of the 230 surveys that were sent out, 213 were collected by us. The incomplete responses led us to reject five questionnaires. The total number of questionnaires that could be evaluated was 208.

#### Research Instrument

To achieve the research goals, the researcher included a prior study conducted by Yassen (2020) to aid in the development of the questionnaire, which served as the main research tool. The survey was partitioned into two distinct sections. The initial segment of the survey gathers information pertaining to the participants' "gender" and "level of qualification." Section 2 consisted of a thorough collection of 30 items specifically designed to evaluate three different aspects of enhancing the quality. The aforementioned categories comprise a set of planning criteria, as demonstrated by items 1-9. Additionally, items 10-19 indicate the inclusion of lesson implementation standards. Furthermore, these categories have a set of criteria for evaluation, as exemplified by items 20-29. The questionnaire items were evaluated using a Likert scale, which included a five-point continuum spanning from "1" (representing very low) to "5" (representing very high).

#### Instrument Validity

A group of 10 education academics from a faculty at a university in Saudi Arabia were provided with a research instrument to evaluate its language formulation, scientific accuracy, and clarity. The purpose of this assessment was to determine the genuineness of the instrument. All products have been authorized, with certain modifications made to the text in accordance with the comments provided by the experts.

### Instrument Reliability

A strategy commonly employed to assess the reliability of measurement involves examining the consistency of results by using comparable samples and instruments, while holding all other variables constant. Cronbach's alpha coefficient was utilized to assess the consistency of responses. According to Saunders et al. (2016), a survey's reliability is determined by its credibility, which is regarded to be accomplished when it meets or exceeds a minimum threshold of 60%.

Table 1: Cronbach Alpha Test

Variables	Value
Planning standards	0.833
Lesson implementation standards	0.842
Evaluation standards	0.851
Total	0.845

The results shown in Table 1 exhibit a strong level of consistency in the investigation, as indicated by their alignment lying within the range of 0.833 to 0.851. Moreover, it is crucial to recognize that every part of the survey produced a Cronbach's alpha coefficient higher than 0.60, indicating a substantial level of reliability. Therefore, there were no discrepancies found among the various parts of the research instruments.

### Data Analysis

To further investigate the research concerns, we performed statistical analyses using the SPSS program. The study utilized the independent sample t-test and calculated means as a component of its approach. Cuevas et al. (2004) suggest that the independent sample t-test is a suitable statistical method for comparing the means of two different groups. This section provides a thorough explanation of the outcomes obtained by using different research methods to evaluate and analyze these findings. Objects are categorized as having low scores if their average score is 2.33 or lower. The item's grade is categorized as moderate, with the average score falling between 2.34 and 3.67. The item exhibits a significant level of proficiency, indicated by a mean score that is 3.68 or higher.

## 4. Findings and Discussion

The researchers employed descriptive analysis to provide a comprehensive depiction of the participants' characteristics, focusing specifically on their "gender" and "level of qualification." The study of the survey data revealed that a significant proportion of the respondents, specifically 69.2%, classified themselves as male. Conversely, the data shows that 30.8% of the participants classified themselves as female, suggesting that the male participants made up the bulk of the sample. Regarding the classification of participants' level of qualification, it is noteworthy that 76.4% of the respondents achieved an undergraduate degree, while 23.6% obtained a postgraduate degree, as indicated by the statistical data presented in Table 2.

Table 2: The respondents profile

The variable	Categories	N	%
Gender	Male	144	69.2
	Female	64	30.8
level of qualification	Undergraduate degree	159	76.4
	Postgraduate degree	49	23.6

In order to thoroughly examine the first research question, it is important to compute the mean and standard deviations of all variables pertaining to the level of learning quality in public secondary schools in the Asir region, as perceived by school principals.

Table 3. Means and standard deviation

N	Items	Means	St.devs	Results
Application of planning standard				
1	It enlightens me on the significance of strategic educational planning.	4.63	0.39	A
2	It assists me in identifying the educational requirements of students.	4.28	0.53	A
3	Assists me in creating behavioral objectives	4.08	0.60	A
4	It helps me in how to deal with special group students (slow learners and gifted ones)	4.26	0.55	A
5	It assists me in delineating tasks when strategizing my work.	4.43	0.51	A
6	It assists me in choosing teaching activities that are tailored to individual differences.	4.38	0.49	A
7	It helps me develop treatment plans for students	4.53	0.41	A
8	Helps me formulate a daily management plan	4.58	0.44	A
9	It guides me to use time effectively	4.45	0.49	A
	Total	4.40	0.31	A
Applying the lesson implementation standard				
10	It encourages me about the importance of teachers adhering to the timings of entering and leaving the classroom	4.23	0.43	A
11	It guides me on ways to instill values in students' hearts, such as honesty, trustworthiness, and sincerity	4.38	0.38	A
12	Encourages me to cooperate with parents	4.49	0.39	A
13	Develops my awareness of the importance of advanced educational technologies in the teaching process	4.29	0.50	A
14	Assists in setting up the learning resource center	4.33	0.42	A
15	It provides me with organizational issues related to the application of educational techniques during teaching	4.59	0.38	A
16	Encourages me to adhere to administrative regulations and instructions	4.18	0.51	A
17	It encourages me to participate actively in training courses, lectures and seminars	4.03	0.55	A
18	It encourages me to pay attention to the practical, applied aspect of the teaching process	4.15	0.49	A
19	It encourages me to be up to date with everything new	4.60	0.36	A
	Total	4.33	0.30	A
Applying the evaluation standard				
20	Encourages me to use different types of evaluation	4.58	0.51	A
21	It encourages me to express my observations on the teachers' academic position with the aim of developing it	4.61	0.47	A
22	It directs me to evaluate the feedback for students and teachers	4.35	0.54	A
23	It reminds us of the importance of balancing assessment and educational objectives	4.31	0.55	A
24	Directs me to use methods that achieve educational goals	4.51	0.53	A
25	It helps me identify training trends in the field of evaluation to address	4.25	0.58	A
26	It explains to me ways to evaluate tests and ways to improve them	4.45	0.52	A
27	Helps me determine evaluation criteria	4.41	0.51	A
28	It helps me link assessments to pre-set goals	4.02	0.48	
29	It helps me how to diagnose strengths and weaknesses	4.12	0.49	
	Total	4.36	0.32	A
	All instrument	4.36	0.29	A

Based on the information shown in Table 3, the mean score of all variables pertaining to the level of learning quality in public secondary schools in the Asir region, as perceived by school principals was found to be 4.36, with a standard deviation of 0.29. This outcome can be ascribed

to the fact that school principals endorse classroom performance based on a distinct and unbiased approach. As resident educational supervisors, they maintain direct communication with teachers and closely observe all aspects of their performance, both inside and outside the classroom. This includes evaluating their preparations, classroom activities, and extracurricular involvement. It is possible that this is The principals' interest stems from the training courses organized by the Ministry of Education in previous years. These courses focused on equipping principals with the necessary skills to effectively manage schools in various aspects, including teacher support, educational, and administrative matters. This finding aligns with the research conducted by Kerawani (2019), Al-Fahmi (2020), Yassen (2020), and Susiani et al. (2022).

The planning standard was found to be 4.40, with a standard deviation of 0.31. The item labeled as "It enlightens me on the significance of strategic educational planning" (item 1) has the highest mean value among all the aspects related to the implementation of planning standard, with a score of 4.63. The mean score for item 3, which represents the statement "Assists me in creating behavioral objectives", has the lowest value compared to all other items, measuring at 4.08. The researcher ascribes this phenomenon to the principals' cognizance of the significance of planning in the overall educational process and its pivotal role in the efficacy of the teaching process. Additionally, they are aware that planning constitutes a crucial aspect of the teacher's responsibilities, necessitating their supervision and guidance. This is corroborated by the fact that the paragraph directs my attention to the significance of school planning as a primary concern. Principals They acknowledge the significance of strategic planning and offer assistance specifically tailored to planning activities. This is demonstrated by the fact that all the paragraphs pertaining to the responsibility of the school principal in implementing quality standards in the area of planning received a high grade. The researcher attributes this phenomenon to the perception among many principals that planning falls within their area of expertise. They prioritize planning and dedicate a significant portion of their time to clarifying and supervising matters. Additionally, the managers' experience in creating daily plans and their proficiency in analyzing educational content may contribute to this. This discovery is consistent with the investigations carried out by Kerawani (2019), Al-Fahmi (2020), Yassen (2020), and Susiani et al. (2022).

In addition, the data presented in Table 3 demonstrates that the application of the lesson implementation standard has an average value of 4.33 and a standard deviation of 0.30. Item 19 has the highest average score among the components included in the lesson implementation standard. This specific item claims "It motivates me to stay current with all the latest developments", and it has achieved an average rating of 4.60. Out of all the questions, Item 17, which relates to "It motivates me to actively engage in training courses, lectures, and seminars", obtained the lowest average score of 4.03. The researcher ascribes this outcome to the principals' emphasis on executing the lesson, exemplified by their keenness on daily planning, in order to manage the class well and prevent any potential disruptions, while also preparing the students for the course. Furthermore, the process of embedding values is a result of the principals' unwavering faith in these values being deeply ingrained in the students' core beliefs, as well as their significant impact on regulating their conduct. It is imperative that these values are consistently reinforced in the minds of the students. This discovery is consistent with the

investigations carried out by Kerawani (2019), Al-Fahmi (2020), Yassen (2020), and Susiani et al. (2022).

lastly, the data provided in Table 3 illustrates that applying the evaluation standard has a mean value of 4.36 and a standard deviation of 0.32. One of the components encompassed by the construct of applying the evaluation standard that demonstrates the most elevated average score is item 21. This particular item asserts "It encourages me to express my observations on the teachers' academic position with the aim of developing it", and it has received a mean score of 4.61. Among all the questions, Item 28, which pertains to "It helps me link assessments to pre-set goals", received the lowest mean score of 4.02. The manager's ability to achieve this result is credited to their possession of specialized knowledge regarding different evaluation methods that align with the objectives, as well as their proficiency in utilizing the specs table. Managers require instruction in this particular domain. This outcome can be ascribed to the managers' practice of assigning the evaluation assignment to individuals who possess the necessary skills or whose responsibilities include carrying out such assessments. This discovery is consistent with the investigations carried out by Kerawani (2019), Al-Fahmi (2020), Yassen (2020), and Susiani et al. (2022).

The study employed an independent sample t-test to evaluate the statistical significance of the impact of gender and level of qualification on the quality of learning. This analysis specifically addressed the second research issue.

Table 4. Independent Samples T- test

Variables	N	Mean	St.dev	df	t	Sig
Female	64	4.02	0.41	206	0.963	0.095
Male	144	4.07	0.38			
Undergraduate degree	159	4.05	0.39	206	0.981	0.091
Postgraduate degree	49	4.00	0.41			

According to the data presented in Table 4, it is clear that the average score for male participants for the level of learning quality was 4.07. In contrast, the mean score for female participants was marginally lower, at 4.02. Furthermore, the chart presents the mean score for the level of learning quality when possessing a bachelor's degree, which is 4.05. In contrast, school principals who had completed a postgraduate degree reported an average score of 4.00. The statistical significance (Sig) values of 0.095 and 0.091, obtained from comparing two groups based on gender and level of qualification respectively, suggest that neither gender nor level of qualification had a significant impact on the quality of learning in public secondary schools in the Asir region, as perceived by school principals.

5. Conclusion

The primary aim of this research study was to examine the degree to which the quality of learning in public secondary schools in the Asir region may be enhanced, as per the requirements set by the education and training assessment commission. This investigation was conducted from the perspective of school principals. The study's findings demonstrate that the quality of education in public secondary schools in the Asir region, as perceived by school administrators, is at a high

2000

Evolutionary Studies in Imaginative Culture

level. The researcher suggests that the observed result is logical and can be attributed to the fact that school principals support classroom performance using a specific and impartial method. As educational supervisors, they have the responsibility of maintaining direct communication with teachers and closely monitoring all elements of their performance, both within and outside the classroom. This includes the assessment of their readiness, educational endeavors within the classroom, and participation in activities outside of regular curriculum. This may be doable. The principals' interest arises from the training courses conducted by the Ministry of Education in past years. These courses aimed to provide principals with the essential skills to proficiently oversee schools in several areas, such as teacher assistance, educational matters, and administrative affairs.

### Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP2/71/45)

### WORKS CITED

- Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing quality e-learning environments for emergency remote teaching in coronavirus crisis. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, 11(2), 135-137.
- Aid, L., Rouaski, K., & Mouffi, Z. (2024). Evaluation of the Quality of Professional Training and Education Under the Standards of Total Quality Management. *Business Ethics and Leadership*, 8 (1), 45-56.
- Al-Fahmi, M. M. (2020). Management and Ensuring the Quality in the Educational Organizations (Standards, Models and Methods) in the light of Saudi Arabia's Vision 2030. *Journal of Educational and Psychological Sciences*, 4(15), 104-79.
- Alghamdi, M. H., Ibrahim, U. M., & Ayoub, A. E. A. (2023). A Predictive Structural Model of Standards-Based School Evaluation on Student Outcome. *Information Sciences Letters*, 12 (2).
- Al-Hamidi, S. (2021). The role of school leadership in improving the quality of teaching and learning processes in basic education schools for grades (5-9) in North Al Batinah Governorate. *Arab Journal of Educational and Psychological Sciences*, Arab Foundation for Education, Science and Arts, 5, pp. 489-534.
- Al-Saudi, S., & Asiri, A. (2021). The impact of academic accreditation on the effectiveness of school performance: a case study in the schools of the Royal Commission in Jubail. *Journal of Psychological and Educational Sciences*, 7 (2), Algeria: University of the Valley, Algeria. 35 – 54.
- Althunibat, A., Altarawneh, F., Dawood, R., & Almaiah, M. A. (2022). Propose a New Quality Model for M-Learning Application in Light of COVID-19. *Mobile Information Systems*, 2022(1), 3174692.
- Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university 5e*. McGraw-hill education (UK).
- Creswell, J.W. (2014) *Research design: qualitative, quantitative, and mixed methods approaches*. Fourth edition, international student edition edn. Los Angeles, Calif.:SAGE.
- Darmawan, I. G. N. (2020). Quality and equity of student performance in mathematics in Indonesia, Malaysia, Singapore, Thailand and Vietnam. *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes*, 123-144.
- Epifanić, V., Urošević, S., Dobrosavljević, A., Kokeza, G., & Radivojević, N. (2020). Multi-criteria ranking of organizational factors affecting the learning quality outcomes in elementary education in Serbia. *Journal of Business Economics and Management*.
- Ghițulică, D. C., & Damian, R. M. (2020). The "Study on Stakeholder Involvement in External Quality Assurance" Brings in New Challenges for Higher Education. *Quality Assurance Review*, 10.

- Jaboob, M., Al Hadabi, D., & Al Ani, M. (2023). Evaluation of Dhofar University Performance according to Quality Assurance and Academic Accreditation Criteria of Islamic Universities Federation. *Global Journal of Economics & Business*, 13(4).
- Karam, M., Fares, H., & Al-Majeed, S. (2021). Quality assurance framework for the design and delivery of virtual, real-time courses. *Information*, 12(2), 93.
- Kerawani, K. N. (2019). The Role of Basic Schools' Principals in Learning Quality Assurance in Salfeet Governorate from Teachers' Point of View. *Journal of Al-Quds Open University for Educational & Psychological Research & Studies*, 11(29).
- Kumar, P., Shukla, B., & Passey, D. (2020). Impact of accreditation on quality and excellence of higher education institutions. *Investigación Operacional*, 41(2), 151-167.
- Littenberg-Tobias, J., & Reich, J. (2020). Evaluating access, quality, and equity in online learning: A case study of a MOOC-based blended professional degree program. *The Internet and Higher Education*, 47, 100759.
- Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100-109.
- Maharma, A. (2020). The degree of application of accreditation standards in private education schools in Jordan. *International Journal of Educational Psychological Studies (EPS)*, 7(3), 427-453.
- Marjin, H. (2024). A proposed scenario for applying the attractive school model in pre-university education in Egypt in light of the experiences of some countries. *Educational Journal of Adult Education*, 6(1), 116-143.
- Mohieldein, A. H. (2023). Implementing Accreditation Standards in Academic Medical Programs is Necessary to Trust Higher Education: The Experience of Two Academic Programs at Qassim University, Kingdom of Saudi Arabia. *Sudan Journal of Medical Sciences (SJMS)*, 465-477.
- Pardilla, P. (2024). The Influence of Vision and Mission Related to Accreditation in Improving the Quality of School Education. *SIJE-Student International Journal of Education*, 1(1), 14-17.
- Pham, L., Kim, K., Walker, B., DeNardin, T., & Le, H. (2022). Development and validation of an instrument to measure student perceived e-learning service quality. In *Research Anthology on Service Learning and Community Engagement Teaching Practices* (pp. 597-625). IGI Global.
- Sánchez-Chaparro, T., Gómez-Frías, V., & González-Benito, Ó. (2020). Competitive implications of quality assurance processes in higher education. The case of higher education in engineering in France. *Economic research-Ekonomska istraživanja*, 33(1), 2825-2843.
- Saunders, M, Lewis, P. and Thornhill, A. (2016). *Research Methods for Business Students* (7th edition) Harlow: Pearson.
- Sekaran, U., Bougie, R. (2016). *Research methods for business: A Skill building approach*. Seventh Edition. John Wiley & Sons.
- Septisia, R., Suhono, S., Purnamasari, T., Utama, F., & Mustafidah, M. (2021). Affecting Factors of Learning Quality for English Teachers at SMP Negeri Mandailing Natal. *Attractive: Innovative Education Journal*, 3(3), 226-235.
- Sheikh, A. M., Sobah, M., & Al-Rifai, A. (2019). The role of accreditation standards in improving the quality of basic education schools: A comparative study of national standards with some international models used in Egypt. *Journal of Environmental Science*, 48(2), 352-384.
- Stracke, C. M. (2019). Quality frameworks and learning design for open education. *The International Review of Research in Open and Distributed Learning*, 20(2).
- Susiani, K., Suastra, I. W., & Arnyana, I. B. P. (2022). Study of improving the quality of learning in an effort to improve the quality of elementary school education. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 8(1), 37-44.
- Videnovik, M., Trajkovik, V., Kiøgnig, L. V., & Vold, T. (2020). Increasing quality of learning experience using augmented reality educational games. *Multimedia tools and applications*, 79(33), 23861-23885.
- Wahira, W., & Hamid, A. (2023). The Role of School Accreditation in Improving the Caliber of graduates. *Journal of Education Method and Learning Strategy*, 1(02), 52-58.
- Wahyu, W. (2020). Concept of supervision of learning process in increasing the quality of education results in Madrasah. *International Journal of Nusantara Islam*, 8(1), 67-77.

- Yassen, O. A. M. (2020). Role of The School Administration in Applying the Quality Standards in Teaching Among Islamic Education Teachers Perspectives in The Directorate of Education in The Zarqa Region. *Journal of Educational and Psychological Sciences*, 4(30), 1-18.
- Zaini, M., Barnoto, B., & Ashari, A. (2023). Improving Teacher Performance and Education Quality through Madrasah Principal Leadership. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 2(2), 79-90.
- Zaleha, Z., Fitria, H., & Wahidy, A. (2022). The Importance of Teacher Professionalism in Improving Learning Quality. *Journal of Social Work and Science Education*, 3(2), 106-113.