The Effect of Benchmarking on Improving the Quality of Education

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Abstracts

The research aimed to identify the impact of benchmarking in improving the quality of education through a survey of faculty members and the research relied on the descriptive analytical approach with the questionnaire included three axes (practices related to benchmarking - benefit from benchmarking and obstacles to its application) has been applied to (74) faculty members working in the quality committees at King Khalid University The results were as follows: The Dimentions (benchmarking practices) all its items came in the range of a high and medium estimation rate, meaning that it was limited between (40% - 80%), and the total percentage of the Dimentions reached (68.25%) with an arithmetic average of (3.73), which is a percentage in the range of high estimation. As for the Dimentions (benefiting from the practice of benchmarking), all its items came in the range of an average estimate rate, meaning that it was limited between (40% - 60%), and the total percentage of the Dimentions we find that it reached (56.5%) with an arithmetic average (3).26), as for the Dimentions (obstacles) and its total degree, all its items came in the range of a high and medium estimation rate, meaning that it was limited between (40% - 80%), and the results showed that there were no statistically significant differences in the point of view of faculty members at King Khalid University working in the quality committees in the practices of benchmarking and benefiting from them due to the academic rank variable, while there are statistically significant differences in the point of view of faculty members.On the practices of benchmarking and benefiting from them in improving and developing the educational process attributed to the variable of years of experience in quality in favor of the categories (5-10 years) and the category (10 years and more) against the category (1-5 years), and the differences between them are indicative, either in the Dimentions of obstacles, the differences are indicative, and the research proposed some recommendations related to methods of benefiting from the benchmarking in improving the quality of education.

Keywords: Benchmarking –- Improvement – Quality of Education

1. Introduction

Benchmarking is one of the most important modern management tools used to conduct continuous development and improvement processes in organizations of different orientations, through theinstitution measuring its current performance and comparing it with the performanceof leading institutions to identify and follow how it achieved that success.

Universities are considered one of the organizations that seek to improve their performance as they are the main element in building society and achieving development, as the quality of education and its outputs are linked to achieving community development (Abu Bakr, 2017, p. 12) For this reason, universities pay great attention to the subject of quality and put the competitive advantage in mind, which can only achieve it by achieving total quality in their educational systems (Al-Battal, Al-Sulaiman, 2019 p. 9)

Saudi universities, including King Khalid University, have been interested in achieving quality and have taken a number of steps for this, including the establishment of a Deanship of Development and Quality and a unit for development and quality in each college, and prepared introductory guides for the quality system and paid attention to the continuous training of its employees in order to participate effectively in the various quality processes and then moved to qualify academic programs to obtain academic accreditation, by meeting the qualification requirements for academic accreditation, which includes many requirements, including reference comparison.

The study of Al-Qudah and Al-Nabulsi (2014) confirms that higher education institutions follow the methodology of total quality management and meet the requirements of achieving it, especially continuous improvement and what it requires from the use of benchmarking to achieve improvement (p. 14).

Helmy (2017) indicates that the benchmarking is defined as comparing the performance of university educational institutions with competing institutions, especially those characterized by a good educational, strategic and competitive situation in order to know the reality, location and performance of institutions in these systems to try to determine the competitiveness of the institution and identify the strengths and weaknesses that affect the course of the institution, whether by comparing the performance of the institution in whole or in part (p. 160)

In light of the above, it can be said that the benchmarking contributes to improving the quality of education, reforming and developing it, so relying on it to achieve this improvement has become a necessity. Hence the current research came as an attempt to identify the impact of benchmarking in improving the quality of education from the point of view of faculty members at King Khalid University.

Research problem:

With globalization and constant change, higher education institutions (HEIs) are forced to adopt new tools to ensure quality in higher education. States seem to be pursuing this goal by trying to create an effective operating system for higher education that meets the needs of diverse societal groups. The quality dimension is the most important element of efficient and effective higher education. From the point of view of the state, quality assessment and control are tools

for managing higher education processes Kazimieras, N. & Labanauskis,P.R (2015) Since the educational process and educational systems are characterized by continuous changes, permanent renewal, and face challenges and difficulties in various fields, education has a clear burden as it is required to keep pace with global developments, and raise the quality of performance as a fundamental pillar on which the quality of its outputs depends on other systems such as the economy, health and others.

Therefore, we find that the plans of the Ministry of Education in the Kingdom of Saudi Arabia have been interested in adopting modern trends in education, raising the quality of education and its institutions, and activating continuous improvement, in order to meet the needs of the beneficiaries Al-Awaji (2019), as stipulated in the Kingdom's Vision 2030 and pledged to raise the quality and efficiency of education as a curriculum, teacher, student and teaching to reach a globally competitive learner (Vision 2030); Distinct This is what was found by the results of some studies such as Dorassa Youssef and Saleh (2016), the study of Awaji (2019) and the study of Kabha and Atari (2022), and therefore the problem of the current research is determined in trying to answer the following main question: What is the impact of the benchmarking on improving the quality of education at King Khalid University from the point of view of faculty members? It has the following questions:

1. What is the degree of benchmarking practice from the point of view of faculty members working in quality committees?

2. What is the degree of benefit from the practice of benchmarking from the point of view of faculty members working in quality committees?

3. What is the degree of obstacles to the practice of benchmarking from the point of view of faculty members working in quality committees?

4. Are there statistically significant differences in the view of faculty members working in quality committees in the practices of benchmarking and utilization attributed to the academic rank variable?

Research Objectives: The current research sought to try to identify:

1. The degree of practice of benchmarking from the point of view of faculty members working in quality committees?

2. The degree of benefit from the practice of benchmarking from the point of view of faculty members working in quality committees?

3. The degree of obstacles to the practice of benchmarking from the point of view of faculty members working in quality committees?

4. Are there statistically significant differences in the point of view of faculty members working in quality committees in the practices of benchmarking and utilization attributed to the variable of academic rank?

The importance of research: The importance of current research lies in the following points:

1. It may help those responsible for quality committees in colleges to know the obstacles of reference comparisons and ways to avoid them

2. Academic programs are useful in knowing ways to benefit from benchmarking in the development and improvement processes

3. The study derives its theoretical importance from the fact that it illustrates the impact of using benchmarking in improving the quality of education.

Limitations of the study

1. Objective limits The current study is limited to the impact of benchmarking on improving the quality of education at King Khalid University from the point of view of faculty members

2. locational Limits : Applicable to King Khalid University

3. Time limits: Second Semester 2024

4. Human Limits: Faculty Members Working in Quality Committees

Terminologies:

Benchmarking:

Krishnamoorthy (2014,) believes that benchmarking involves measuring the level of performance of partners, comparing performance levels, procedures and practices, learning from comparison partners to achieve an advanced level in addition to improvement, which is the ultimate purpose of benchmarking.(p346) defined by Youssef and Saleh (2016) as an effective management tool that enhances the organization's ability to manage its performance strategically if managers adopt a learning perspective from better performance. Al-Farsi (2017) defines it as a modern administrative method that aims to develop and improve school performance, and through the requirements of applying this method to the three areas of school performance development: (learning, teaching and school administration).

Current research defines it as a management tool aimed at improving the current performance of the organization by comparing it with the performance of distinguished peer institutions.

ducation Quality:

Badawi (1435) defines it as making efforts and investing energies to improve the administrative approach and its specifications.

Qurais (2008) defines it as a set of standards, procedures and decisions whose implementation aims to improve the educational environment, so that these standards include educational institutions with their various frameworks and forms, the teaching and administrative staff and the conditions of employees who are directly or indirectly related to the educational system.The current research adopts this definition as a procedural definition

2. Theoretical Framework:

Universities and higher education institutions are increasingly influenced by performance indicators that originate from the context of for-profit organizations. As a result, universities are increasingly thinking about the management tools that support them in the decision-making process to achieve their strategic goals. RACO (Revistes Catalanes amb Accés Obert)(2017)

Benchmarking is one such tool, a continuous and regular process of evaluating organizations recognized as leaders in a particular field, which aims to identify working methods and processes that represent best practices and set rational performance goals. Before making a benchmarking, the educational institution must answer the two questions with whom is the comparison? What is the purpose of the comparison?

Origin and stages of development of benchmarking:

The roots of the term benchmarking go back to two facts, the first goes back to the Chinese general (Sun Tuz) in his book (Art) (War) which dates back to 500 BC when he said: "If you know your enemy and you know yourself, you do not need to worry about the outcome of a hundred battles. The benchmarking has gone through multiple stages over time, which led to its development and multiple use to improve the performance of different institutions, and in the following table Awaji (2019) explains these stages with some brevity.

Phases	Approach
Reverse Engineering Phase	From 1950 to 1975 it was employed to compare products by comparing product specifications and functions that distinguish it from other products.
Competitive Comparison Phase	From 1976 to 1986 they were used to compare processes and production lines with competitors.
Process Comparison Phase	It seemed in 1982 to 1988 that the idea of its use outside the field of industry began.
Strategy Comparison Phase	In 1988 it included structured processes to evaluate strategies and improve performance.
Comprehensive Comparison Phase	In 1993 until the present, it was used as a tool to change the behavior of individuals in organizations or institutions so that they can change processes and practices, and then compare performance at the local and global levels, including educational institutions such as schools and universities.

Ethical principles and foundations of benchmarking:

Researchers in the educational literature and Asif (2015) and Hassanein (2018) see a number of ethical principles for benchmarking that must be considered when conducting them as follows:

1- The principle of legality: It means not to do any act that is considered stealing the efforts of others or knowing secrets that should not be known.

2- Principle of trust: Do not use information to a third party without the consent of the partner with whom the benchmarking is made.

3- The principle of exchange and cooperation: with the partner with whom the comparison is made and providing him with information to the same extent if he wishes to do so.

4- Principle of use: The information obtained through comparison should only be used to improve processes.

5- Principle of integrity: Employees may not be bribed to obtain information about their organization, especially information that the institution does not wish to disclose.

The importance of benchmarking in improving the quality of education:

The rapid development and change in the educational field has led to great challenges, most notably that the rate of speed at which this change is made is greater than the rate of catching up, which made many educational institutions review their march and business to be able to survive, compete and raise their educational quality or obtain academic accreditation by universities by identifying strengths and weaknesses and working to create development opportunities and options, where the importance of benchmarking is important. (Al-Ayashi and Karima, 2014, p. 110, and the Deanship of Quality Assurance and Academic Accreditation at Princess Nourah bint Abdulrahman University, 2014, p. 46)

The literature on benchmarking indicates that there is agreement on some points that are important for benchmarking in general and in improving the quality of education in particular, so we find (Bobergman and Bengt, 1994, 235) and (Bani Hamdan and Idris '2009: 427) explained that the use of benchmarking contributes to reducing costs because the institution that seeks to apply benchmarking focuses on the points that distinguish the organization that compares itself with it and makes it produce at lower costs. Where they all see that it provides opportunities for continuing education through the transfer of experiences and knowledge that characterize the institution to the other institution that is looking for comparison, and to achieve beneficiary satisfaction and job satisfaction, by comparing one institution with another, steps can be identified in a way that contributes to improving performance that reflects positively on beneficiaries such as the learner, parents and society, and thus their satisfaction with the educational institution and retention, in addition to Improving the creative and innovative capabilities of the team responsible for improving performance, as the opportunities for innovation expand in front of them to include all educational institutions participating with them in the benchmarking process, as the organization has examples of behavior patterns, systems and means that enable the achievement of better performance, and also the adoption of an organizational culture directed to solving problems where Benchmarking changes the culture of the educational institution, so that it becomes problem-oriented and performance-oriented and focused on achieving the goals of best practice in service delivery as well as focusing on priorities.

Benchmarking requirements: The application of benchmarking in educational institutions requires the creation of the appropriate environment for this, in terms of the following (Abdel Wahab, 2009, pp. 23-24):

A- Changing organizational culture: so that it encourages benchmarking and acceptance of the introduction of new methods of work, and local administrations must be qualified and directed towards meeting the needs of learners or beneficiaries of their differences. In addition, developing a culture of learning among employees and encouraging them to learn continuously

from the experiences of others, and accordingly, the organizational culture in the institution must have the following features:

1- Emphasizing the importance of research and development activity, and avoiding the postponement or availability of costs, whether on the search for successful similar organizations and the adoption of best practices or training workers on new methods and methods.

2- Encourage entrepreneurship and acceptance of new values and ideas and not to view renewal as a burden and a big problem.

3- Focusing on the satisfaction of the beneficiaries of learners, teachers and parents and meeting their needs and expectations, institutions must bear in mind, as they face the challenges of competition, the need to work to satisfy the citizen by improving the quality of education provided and its outputs.

B- Preparing and motivating the human element: through training workers in the educational field and providing them with the necessary information and developing the necessary skills for reference comparison, enabling them to make comparisons, and means of material and moral motivation must be provided.

C- Providing modern materials, capabilities and information to carry out reference comparison, as well as the importance of building a modern base of information needed or reached by the educational institution.

D- Support and commitment of senior management leaders and have leadership qualities and courage in making decisions related to bringing about the change required to create a culture of quality, abandoning traditional management methods and methods, and these leaders must encourage all employees to participate in decision-making as a means of motivating them to work.

E- The availability of accurate information systems and data so that there are objective comparative standards for different services. This also requires spending on the time period for which information is collected and determining the year in which the data is collected.

While (Taleb and Mohammed, 2007) defined the benchmarking requirements as follows:

1- The desire to commit When embarking on a huge project such as the benchmarking program, there must be a real desire that serves as a driving force to rise towards the better and better, as it will provide it with a strength that makes it not retreat in front of the weight of difficulties and implementation challenges.

2- Linking the objectives of the comparison program with the strategic objectives of the institution in order to surround the subject with more importance and because of its strategic dimensions related to the institution's position and enhance its potential in creativity and capabilities.

3- The pursuit of leadership is more than just improvement and that the organization rises to its goals until it reaches the level of ambition in leading its field, and this requires continuing

the process of improvement after closing the performance gap to reach the best competitive position.

4- The comparison program needs to form a team characterized by the ability to think logically that enables it to address the administrative and technical dilemmas that may face it during its practical journey of adapting an advanced system according to the cultural fabric and the organizational climate prevailing in the institution.

5- Documenting processes as an essential part of conducting the comparison program because it provides a common understanding of what is happening within the organization and for all those involved in the process. It also provides full knowledge of the effects of improvement after conducting the comparison program and identifying the processes that need improvement.

6- Providing highly efficient communication systems that help spread data among team members and contribute to the transfer of ideas for immediate processing.

Benefits of using benchmarking to improve the quality of education:

Al-Shayadiya, Al-Ghanbousi and Al-Harithiya (2021) explained many benefits of using benchmarking in educational institutions as follows :

1- Rationalization of spending: The solutions developed by the competitor have been conducted before, and the current educational institution does not need to repeat the same experience, and here it provides a lot of spending.

2- Provide the opportunity for the institution to go internally and externally towards better models, simulate and compete with them.

3- Improving capabilities and skills Team work: The team in charge of research, investigation, analysis and planning: will undoubtedly acquire different and varied skills from experience.

4- Providing opportunities for cooperation between educational institutions, bridging the distance between institutions or units, and obtaining better results through joint work.

5- Adopting an organizational culture oriented to solving problems when the organization adopts systematic scientific methods in solving its problems.

Kabha and Atari (2022) stressed that achieving and improving quality in education requires a set of continuous procedures to evaluate performance continuously, with the latest approaches, methods and tools to improve quality in the educational institution, and among these methods are benchmarking, as they are a means to enhance and improve quality and a tool to increase the effectiveness of the school and its community, and for this reason, benchmarking is one of the most important modern entrances used by schools and universities to make comparisons between them and other educational institutions and enter into competition with An educational institution with excellence in certain fields or activities, which in turn is reflected in improving the quality of educational and educational services for schools and universities and raising their level as well in local and international classifications.

Since the benchmarking aims to make significant improvements in improving the quality of education and achieving substantial and rapid improvement in various aspects of performance, and bringing about radical changes by providing the necessary success factors and achieving a rapid response to meet the changing quality requirements in education according to global changes and modern trends in education, its application in educational institutions for public and university education is a requirement in light of development plans and the Kingdom's Vision 2030.

Skills of applying benchmarking in order to improve the quality of education in the educational institution:

One of the erroneous beliefs is that the benchmarking cannot be done by one individual, the fact is that one individual can do the benchmarking, provided that he or the group of individuals who make up the benchmarking team have a set of skills mentioned by Ibrahim (2016) as follows:

1. Analysis skill There is no doubt that the possession of the application team of the skill of analyzing methods and methods of work in the leading units and achieving competitive advantage is one of the basic and important things for the successful application of this method.

2. Flexibility skill: The availability of the element of intellectual flexibility of the application team contributes to adapting the reference comparison to suit the conditions and capabilities of the educational institution.

3. The skill of generating alternatives: This skill is of great importance so that other alternatives can be generated that lead to the desired results and achieve quality in performance levels.

4. Creative thinking skill: The institution applying the benchmarking method must possess the ability to think creatively to put forward new ideas that competitors have not yet reached.

In light of the above, it can be said that the benchmarking is based on principles and has objectives and achieves multiple benefits for the authorities in charge of it, provided that they possess the necessary skills to succeed and benefit from them in the improvement and development processes.

3. Previous studies:

The researcher reviewed the studies and research related to the field of benchmarking, and reached a number of researches related to the subject of the research;

The study of Al-Shayadiya, Al-Ghanbousi and Al-Harithiya (2021) aimed to shed light on the theoretical and intellectual foundations of the importance of benchmarking as a new entry point for the development of educational institutions by taking advantage of competing partners in the educational field, and concluded that the diversity of reference comparison patterns provides an opportunity to benefit from them in educational institutions, and to determine the requirements for applying the reference comparison in each institution based on its specific need, which varies

from one institution to another, as well as many benefits that accrue It is of great benefit to educational institutions that apply benchmarking with quality and professionalism. It recommended building partnerships based on development and improvement by applying benchmarking as an effective tool to benefit from distinguished institutions locally and globally.

Al-Harthi's study (2020) aimed to identify the degree of practice of benchmarking in government secondary schools in Taif city from the point of view of teachers, and the results showed that benchmarking is practiced in government secondary schools in Taif city with an average degree in general with an arithmetic average of (2.86) for all axes, and the order of the axes was as follows (readiness, planning, follow-up implementation, and it also showed that the dimensions of institutional excellence in government secondary schools in Taif city are available with an average degree of (2, 83) for all axes, and the order of the axes was as follows (leadership - human - cognitive). And that there is a positive correlation of statistical significance between the reference comparison and institutional excellence, and that there is a statistically significant positive effect of the benchmarking on institutional excellence, and the study has provided at the end of a set of recommendations, the most important of which is to encourage school leaders to pay attention to measuring the performance of their schools periodically and give them more administrative powers to apply the best administrative methods in measuring performance and in choosing the appropriate reference model.

The study of Awaji (2019) aimed to identify the degree of application of the reference comparison in secondary schools for girls in the Jazan region from the point of view of its teachers, and it found that the degree of application of the reference comparison in secondary schools for girls in the Jazan region - from the point of view of its teachers - came with a high degree, as the general arithmetic mean of all axes was (4.15), with a standard deviation of (0, 56) It recommended the establishment of benchmarking sections in education departments to highlight the role and importance of benchmarking in raising the educational level and administrative performance of the school, and building a database based on modern technology and special for the achievements of each school that allows the exchange of experiences and benefit from the successful experiences of distinguished schools.

The study of Jamal El-Din (2016) aimed to introduce the concept of benchmarking, its origin and development in the light of what was indicated by the literature and the experiences of some countries, and the results resulted in that the entrance to benchmarking is one of the most important entrances to measuring and evaluating the performance of organizations, identifying their shortcomings compared to others and working to address them, and achieving quality in the performance of services, emphasizing the importance of the reference comparison approach in rationalizing spending, and in encouraging cooperation between institutions, gaining experiences and learning from others, the study recommendedInstitutions must pay attention to the application of the benchmarking method because it is one of the methods of continuous improvement and development, and the various sectors must assign specialized bodies to follow up the implementation of the benchmarking process and set standards to measure the performance of its affiliated institutions and determine the level of performance of each institution, unit or person in order to make it easier to determine which institutions, units, sections or persons are better and fit to be a leader in their field of performance work.

Study of Al-Qarni, Akkawi and Al-Dawood (2014) The experience of King Saud University in building a system of benchmarking The construction of benchmarking included many parties at the university, and the work initially resulted in the initial selection of about 99 reference universities. At a later stage, a shortlist of 12 reference universities was prepared. The reference universities for the university's strategic plan are also included in this shortlist. A model of the benchmarking system has been built and adopted, consisting of the definition of responsibilities, the time plan and the future conduct of proceedings on this subject.

The study of Imral and Sousa (2009) aimed to identify the obstacles that prevent the application of benchmarking and applied the case study method of an American industrial organization has designed a task card through which the internal cross-comparison is applied and the study concluded that the internal obstacles are organizational obstacles include individuals, context, culture and obstacles to the comparative project are planning, application, leadership and work pressures and there are other obstacles related to data and the difficulty of obtaining and the difficulty of comparing them

Comment on previous studies:

After reviewing the studies , we note that some of them were interested in identifying comparison and reference and its importance, including the study of Al-Shayadiya (2021) and Jamal Al-Din (2016), some of which dealt with the degree of its application in education, including the Al-Harthy study (2022) and the study of Awaji (2019), and some of them dealt with obstacles such as the study of Amral and Sousa (2009), all of which share with the current study the subject of reference comparison, while the current study is characterized by an attempt to familiarize themselves with the practice related to reference comparison and ways to benefit from it in improving the quality of academic programs and obstacles to achieving them.

4. Study Methodology and Procedures:

Research Methodology:

The current research relied on the descriptive approach. Mutawa and Al-Khalifa (2014) referred to it as the approach that works to "observe and follow up a phenomenon or event, relying on qualitative or quantitative information in a certain period of time or during different periods, in order to identify the various aspects of the phenomenon and its relations with other phenomena to reach results that help understand the current reality to be developed in the future."

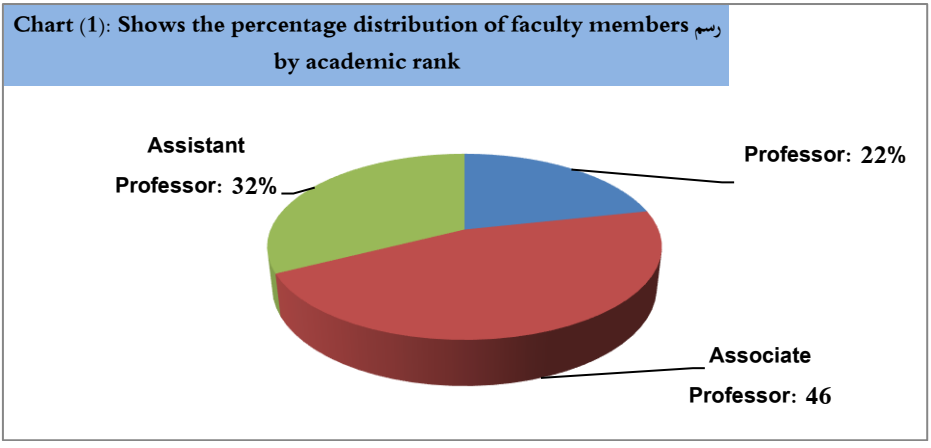
Study Population: The number of employees of the quality committees at King Khalid University is approximately 300 faculty members at the university

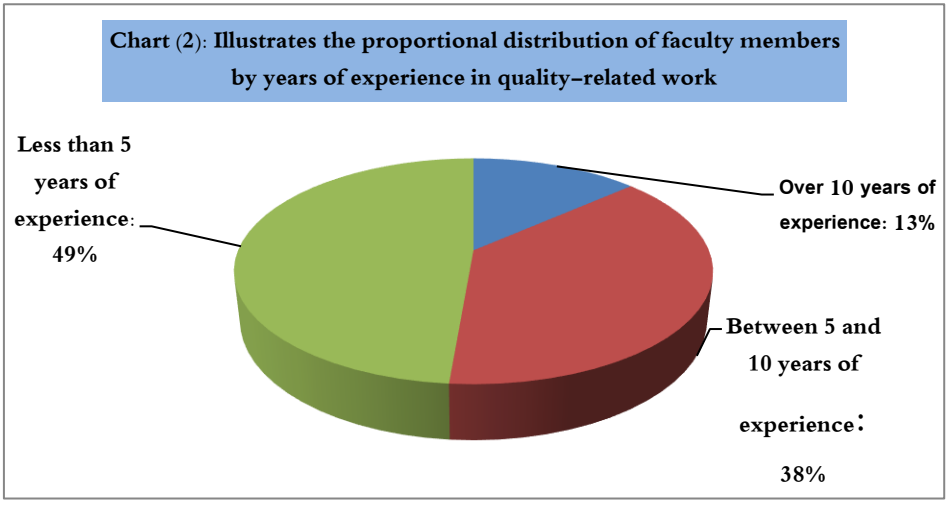
Research sample: The questionnaire was applied to a random sample of faculty members working in the quality committees in the various faculties of the university, and their number reached 74 faculty members.

Description of the study sample:

Table (1) Sample Distribution by Variables

Statement	Years of quality work experience			Academic Rank		
	Assistant Professor	Associate Professor	professor	1-5 Years	5-10 years	10 years and above
Number	24	34	16	36	28	10
Ratio	32%	46%	22%	49%	38%	13%
Total	74					





Data collection Tools:

The current research relied on (questionnaire) as the main tool for collecting data from the research sample.

Exploratory Study:

After conducting arbitration for the tool and modifying it based on the recommendations of the arbitrators to amend, delete and add, the researchers conducted an exploratory study on it, which included (40) single, in order to ensure the honesty and stability of its tools statistically, and its statistical validity for the current study, and the result was:

First: Honesty:

(a) Structural honesty (internal consistency):

It is intended to link each item of the items to the total degree of the particular Dimentions of the questionnaire, namely: (the reality of practices), (obstacles to practice), (benefit from the practice of reference comparisons), which the number of items respectively (7), (9) (6) items, and we note that the links of the items of the two axes of the questionnaire are high to an acceptable degree, as they were limited between (.281.896), which prompted the researchers to do By adopting all of them, thus making all the items of the questionnaire approved, numbering (22) statements, distributed as in the aforementioned distribution. See Table 2 and 3.

Table (2) shows the internal consistency of the two axes of the resolution

Practices		Constraints				Take advantage of it	
N	Correlation	N	Correlation	N	Correlation	N	Correlation
1	.616	1	.281	8	.557	1	.814
2	.605	2	.471	9	.463	2	.869
3	.603	3	.627			3	.896
4	.723	4	.658			4	.703
5	.745	5	.519			5	.896
6	.480	6	.675			6	.851
7	.431	7	.552				

(b) Self-honesty:

It means the product of the square root of the Alvakrönbach stability coefficient, and looking at the stability values, we find that the truthfulness of the three axes of the resolution: practices, obstacles, benefit, came respectively (914., 905., .954), which are acceptable high values, which confirms the subjective validity of the resolution and its axes and thus its suitability for use in the current study. See Table 3.

Second, the stability of the resolution:

(a) Vacronbach stability:

The researchers extracted the value of the stability of Cronbach's alpha for the three axes of the resolution: practices, obstacles, and benefit, and it came respectively (.837, .820, 921.) which is a high value and therefore acceptable, which indicates the validity of the resolution for use in the current study. See Table 3.

Stability of half segmentation:

The value of the stability of the resolution was extracted by the two half-segmentation methods: Spearman - Brown and the Getman method for the three axes of the resolution: practices, obstacles, benefit, where it was confined between (.644-.930), which are high values, and therefore acceptable, which indicates that the axes of the resolution are at a high level of stability Table (3).

Table No. (3) shows the truthfulness and stability of the different types of the two axes of the resolution

Variable		Questionnaire as a whole and dimensions	Deleted items	Alfakronbach stability coefficient	Self-honesty	Half-retail stability	
						Spearman-Brown	Getman
Reference couplers		Practices	No deletion	.837	.914	.704	.695
		Constraints	Without deleting	.820	.905	.645	.644
		Take advantage of it	Without deleting	.921	.954	.930	.930

Statistical treatments:

The researchers used several statistical processors to process their data, using the Statistical Package for the Social Sciences (SPSS) program, and it was chosen from that:

(1) Arithmetic averages: to extract percentages and estimates

(2) Percentage equation from the mean: in order to extract the percentage at the level of the single, and the equation is as follows: (average – 1)÷ 2× 100

(3) Schedule of Judging and Evaluation Criteria: To make judgment and estimate percentages, which is as follows:

Table No. (6) shows the criteria for judging and evaluation of percentages

Ratio	%20 -%1	%40- %21	%60-%41	%80-%61	81%- 100%
Value	Very low	Low	medium	high	Very high

(4) ANOVA test: It was used to detect differences between multi-party groups

Dimensional (LSD) test: It was used to find out the trends of differences between the averages of the groups after performing the Innova test

5. The results of the study :

The first question: What is the degree of benchmarking practice at King Khalid University from the point of view of faculty members working in quality committees?

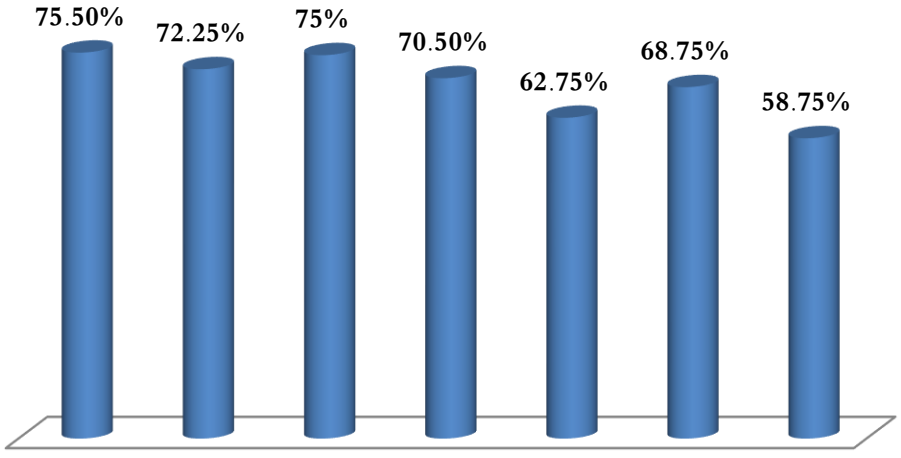
To answer this question, the researchers extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this Dimentions and for the total degree, where they were as follows:

Table (4) shows the percentages and estimation of the items of the reference comparisons practice Dimentions and the total score (n = 74)

N	Dimentions Items : Practices	Rank	Average Arithmetic	Standard deviation	Percentage	value
1	Encourages leaders to adopt a clear plan for benchmarking to benefit from in development and improvement processes	(1)	4.02	.37	75.5%	high
2	There are special committees for benchmarking in each academic department	(3)	3.89	.51	72.25%	high
3	Benchmarking is carried out according to certain conditions that the participating .entities adhere to	(2)	4.00	.47	75%	high
4	Members are trained on how to benchmarking	(5)	3.59	.64	70. 5%	high
5	Benchmarking is carried out periodically and .yearly	(7)	3.51	.55	%62.75	high
6	Benchmarking is made based on formal agreements with the participating entities	(6)	3.75	.49	%68.75	high
7	Benchmarking reports are discussed in .departmental councils	(8)	3.35	.63	%58.75	Medium
Percentage and overall estimation of the practice pillar			3.73	.52	%68.25	high

Looking at the above table and the graph below, which shows the percentages and estimates of the items of the Dimentions (benchmarking practices) and its total degree, we note that all the items of this Dimentions came in the range of a high and medium estimation rate, meaning that it was limited between (40% - 80%), and it is noted that all the percentages of items came above 58%, where the lowest percentage came for item No. (7) amounted to (58.75%) and an arithmetic average (3.35), and its content was (Benchmarking reports are discussed in departmental councils.), while the highest percentage came for item No. (1) by (75.5%) and an arithmetic average (4.02), and its content included (leaders are encouraged to adopt a clear plan for benchmarking to benefit from them in the development and improvement processes), and since most of the items in the range of value are high and one item is an average estimate range, all of which are above 58% and looking at the total percentage of the Dimentions , we find that it reached (68.25%) with an arithmetic average of (3.73), which is a percentage in the range of high value . It agrees with Awaji's study (2019), which found that the degree of application of the benchmarking in secondary schools for girls in the Jazan region - from the point of view of its teachers - came with a high degree, and the study of Al-Harthy (2022) its results indicate an average degree in application, which reflects differences in results that may be due to leadership and its role in supporting quality practices, including benchmarking, and the results of the current research in this Dimentions can also be raised to the application of the quality system at King University in all its academic units and programs Nearly 70% of the university's programs have obtained academic accreditation from the National Center for Assessment and Accreditation and from international bodies such as ABET.

Chart (3) illustrates the percentage levels for the degree of adherence to benchmarking practices by their items.



75.50%: Leadership encourages the utilization of a clear and structured plan to benefit from benchmarking practices for development and improvemen	72.25%: Specialized committees are formed in each academic department to ensure adherence to benchmarking practices.	75.00%: Benchmarking is conducted based on formal agreements with participating entities	70.50%: Members are trained on how to effectively conduct benchmarking practices.	62.75%: Benchmarking practices are conducted periodically on an annual basis.	68.75%: Efforts are made to establish agreements with external organizations to support partnerships.	58.75%: Benchmarking reports are discussed in departmental councils.

The second question: What is the degree of benefit from the practice of benchmarking at King Khalid University from the point of view of faculty members working in quality committees?

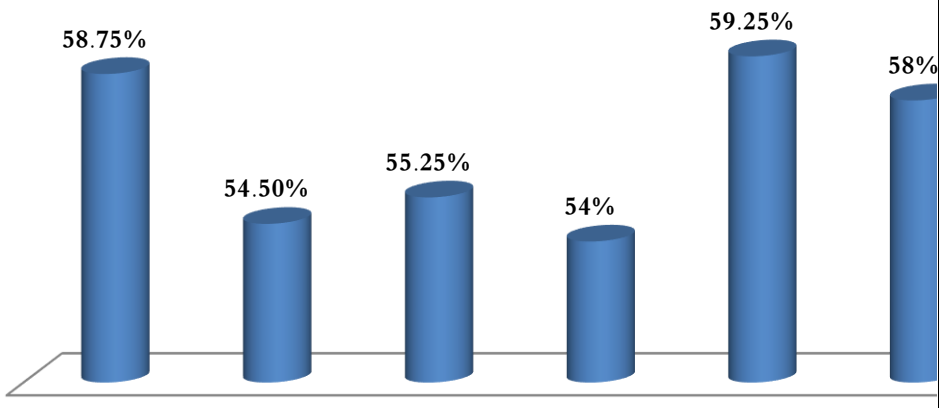
To answer this question, the researchers extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this Dimentions and for the total degree, where they were as follows:

Table (5) shows the percentages and estimation of the items of the practices Dimentions and the total score (n = 74)

N	Dimentions Items : Practices	Rank	Average Arithmetic	Standard deviation	Percentage	value
1	Benchmarking is used in the development of .study plans	(2)	3.35	.63	%58.75	Medium
2	Benchmarking is used to develop the .performance of faculty members	(5)	3.18	.70	54.5%	Medium
3	Benchmarking contributes to raising the level .of targets of academic programs	(4)	3.21	.82	55.25%	Medium
4	Benchmarking allows determining the targets .of learning outcomes for academic programs	(6)	3.16	.86	%54	Medium
5	Contribute to identifying strengths and improvements in the performance of academic programs	(1)	3.37	.72	%59.25	Medium
6	Benchmarking provides opportunities to find alternatives to improve current performance	(3)	3.32	.70	58%	Medium
Percentage and overall estimation of the practice pillar			3.26	.73	56.5%	Medium

Looking at the above table and the drawing below, which shows the percentages and estimates of the items of the Dimentions (benefiting from the practice of benchmarking) and its total degree, we note that all the items of this Dimentions came in the range of an average estimate rate, meaning that it was limited between (40% - 60%), and it is noted that all the percentages of items came above 54%, where the lowest percentage came for item No. (4) amounted to (54%) and an arithmetic average (3.16), and its content was (Benchmarking allows determining the objectives of learning outcomes for academic programs), while the highest percentage came for item No. (5) by (59.25%) and an arithmetic average (3.37), and included its content (contribute to identifying strengths and aspects of improvement in the performance of academic programs), and since all items in the range of value are average, and above 54%, and looking at the total percentage of the Dimentions , we find that it amounted to (56.5% (with an arithmetic average)3.26), which is a ratio in the range of the estimate average. This is explained by the fact that there are some data that are difficult to obtain from the parties participating in the benchmarking, including obtaining learning outcomes data, as some consider it difficult to disclose and exchange data, and accordingly, there is difficulty in raising the objectives of academic programs, especially in the absence of important data such as learning outcomes data, as well as benefiting from comparisons in the process of developing the performance of faculty members is not high.

Chart (4): Illustrates the Percentage Levels of the Degree of Benefit from Benchmarking Practices by their items



58.75%: Is utilized in the development of study plans.	54.50%: Is utilized to improve the performance of teaching staff."	55.25%: Contributes to raising the target levels of academic programs.	54%: Allows the identification of learning outcome targets for academic programs	59.25%: Contributes to identifying strengths and areas for improvement in the performance of academic programs	58%: Provides opportunities to find alternatives for improving current performance

The third question: What is the degree of obstacles to the practice of benchmarking at King Khalid University from the point of view of faculty members working in quality committees?

To answer this question, the researchers extracted the arithmetic mean, percentage and estimate for each of the vocabulary of this Dimentions and for the total degree, where they were as follows:

Table (6) shows the percentages and estimate of the items of the obstacles Dimentions and the total score (n = 74)

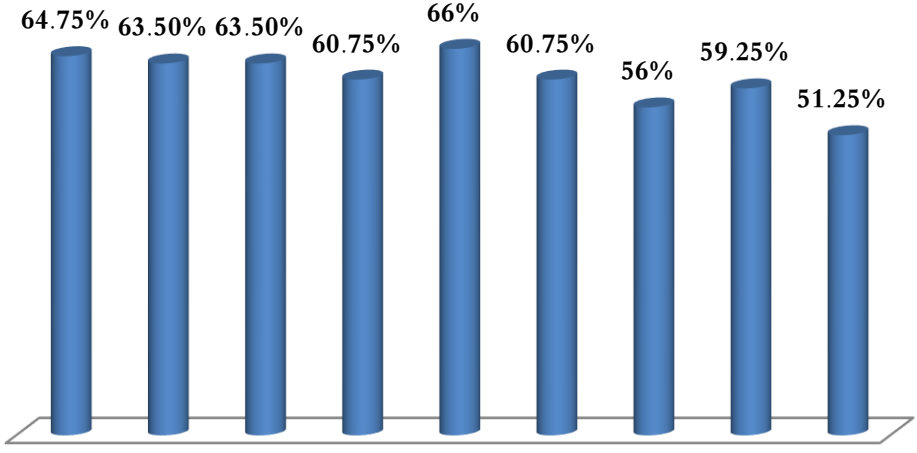
M	Items Dimentions : Constraints	Rank	Average Arithmetic	Standard deviation	Percentage	value
1	Lack of skills related to benchmarking among members of quality committees	(2)	3.59	.76	64.75%	high
2	Insufficient benchmarking training courses	(3)	3.54	.64	63.5%	high
3	Data on benchmarking do not contain sufficient explanation	(3)	3.54	.60	63.5%	high

4	Data for benchmarkers is not always available	(4)	3.43	.55	60.75%	high
5	Benchmarkers do not give the required evidence easily	(1)	3.64	.53	%66	high
6	Delay in sending data for benchmarking	(4)	3.43	.55	60.75%	high
7	Benchmarking may not add to poor data	(6)	3.34	.68	%58.5	Medium
8	Limit benchmarking to requesting specific data	(5)	3.37	.59	%59.25	Medium
9	Do not rely on field visits when making benchmarking	(7)	3.05	.74	51.25%	Medium
Percentage and overall estimate of the obstacles axis			3.44	.62	%61	high

Looking at the table above and the graphic below which shows Percentages and estimates for items The Dimentions (obstacles) and its total degree, we note that All the items of this Dimentions came in the range of a high and medium estimate rate, meaning that it was limited to two percentages (40%- 80%), and it is noted that all the percentages of items came above 51%, where the lowest percentage for item No. (9) amounted to (51.25%) and an arithmetic average (3.03), and its content was (Do not rely on field visits when making benchmarking), while the highest percentage came for item No. (5) by (66% and an arithmetic mean (3.64), and its content (Benchmarkers do not give the required evidence easily), and since all items in the estimate range are high and medium, and above the ratio of 51% Looking at the total percentage of the Dimentions , we find that it reached (61% with an arithmetic mean (3.42), which is a ratio in the range of high value . This result is consistent with The study of Imral and Sousa (2009), which concluded that there are multiple obstacles to benchmarking, including internal are organizational obstacles that include individuals, context and culture, and the obstacles to the comparative project are planning, application, leadership and work pressures, and there are other obstacles related to data, difficulty in obtaining and difficulty in comparing them.

The existence of obstacles in the results of the current study is explained that there are academic programs at the university that have not obtained academic accreditation and that there is a percentage of faculty members who are not familiar with the practices of benchmarking as a result of not receiving adequate training and lack of their skills in this aspect, as well as the data required for benchmarking is not always available and there may be a delay in sending the required data, and this indicates the need to qualify faculty members to carry out these practices to ensure the achievement of the goal of improving the quality of education.

Chart No. (5): Illustrates the Percentage Levels of Obstacles to Practicing Benchmarking



64.75%: Lack of skills related to conducting benchmarking practices within the quality committee	63.50%: Inadequate training courses on benchmarking practices.	63.50%: Data related to benchmarking practices does not include sufficient explanation	60.75%: Data related to benchmarking practices is not always readily available.	66%: Lack of ease in communication with participating entities in benchmarking processes	60.75%: Delayed submission of data related to benchmarking practices.	56%: Benchmarking practices may not provide added value due to the weakness of the data provided.	59.25%: Limiting benchmarking practices to requesting specific data only.	51.25%: Not relying on field visits when conducting benchmarking practices.

Fourth question: Are there statistically significant differences in the view of faculty members at King Khalid University working in the quality committees in the practices of benchmarking and benefiting from them due to the academic rank variable?

To answer this question, the researchers used the ANOVA test, where the result was as follows:

Table (7) shows the result of the ANOVA test for differences in practices attributed to the academic rank variable (n = 74)

Dimentions	Statement	Sum of squares	Degrees of freedom	Average squares	Calculated value (F)	P	Significance
Comparison Practices	Between groups	8.712	2	4.356	.61	.54	-NonSignificance differences
	Inside groups	499.937	71	7.041			
	Total	508.649	73				
Constraints Practices	Between groups	15.500	2	7.750	.49	.61	-NonSignificance differences
	Inside groups	1109.906	71	15.632			
	Total	1125.405	73				
Take advantage of comparisons	Between groups	67.236	2	33.618	2.64	.07	-NonSignificance differences
	Inside groups	901.413	71	12.696			
	Total	968.649	73				

Looking at the table above, we note that the differences between the groups are statistically significant in all three axes are not statistically significant, as the probability values for each value (F) were greater than the value of the lowest significance level 05., so the result: ((There are no statistically significant differences in the view of faculty members at King Khalid University working in the quality committees in the practices of benchmarking and benefiting from them due to the academic rank variable)).

Fourth question: Are there statistically significant differences in the view of faculty members at King Khalid University working in the quality committees in the application of benchmarking practices due to the variable of years of experience in quality?

To answer this question, the researchers used the ANOVA test, where the result was as follows:

Table (8) shows the result of the ANOVA test for differences in practices attributed to the variable of years of experience in quality (n = 74)

Dimentions	Statement	Sum of squares	Going to	Average squares	Calculated value (F)	for	Significance
Comparison Practices	Between groups	72.173	2	36.087	5.87	.00	Function differences
	Inside groups	436.476	71	6.148			
	Total	508.649	73				
Constraints Practices	Between groups	5.208	2	2.604	.192	.82	-NonSignificance differences
	Inside groups	963.441	71	13.570			

	Total	968.649	73				
Take advantage of comparisons	Between groups	228.790	2	114.395	9.05	.00	Function differences
	Inside groups	896.615	71	12.628			
	Total	1125.405	73				

Looking at the table above, we note that the differences between the groups are statistically significant in the Dimentions of obstacles is statistically significant, where the p-value (.82), which is a value greater than the value of the lowest significance level 05., while the differences in the axes of practicing reference comparisons and benefiting from them in developing and improving the educational process are statistically significant, as the p-value of all of them (.00)), and to find out the direction of the differences in these axes, the researcher used the (LSD) post-test, and its result was as follows:

Table (9) shows the result of the LSD post-test

Dimentions	Comparison category	Comparison Category	Categories Description			Average difference	for	Significance
			nun	M	on			
Practices		1-5 years	36	24.92	2.13			
	1-5 years	5-10 years	28	26.30	1.93	-1.38(*)	.048	Differences in favor of category (2)
		10 and more	10	27.36	3.30	-2.44(*)	.001	Differences in favor of category (3)
	years 10-5	10 and more				-1.05	.146	-NonSignificance differences
Bullying		1-5 years	36	17.38	2.78			
	1-5 years	5-10 years	28	21.53	2.73	-4.15(*)	.000	Differences in favor of category (2)
		10 and more	10	20.00	4.95	-2.61(*)	.013	Differences in favor of category (3)
	5-10 years	10 and more				1.53	.139	-NonSignificance differences

Looking at the above table, which includes the result of the (LSD) post-test, for the two axes of practicing reference comparisons and benefiting from them in developing and improving the educational process, we note that the differences between the average scores of the largest experience group (10 or more) and the average average score (1-5 years) are not statistically significant at the lowest significance level 05. While their differences separately on the one hand and the category (1-10) years on the other hand are statistically significant at the level of significance 05., 01. respectively, so the result: ((There are statistically significant differences

in the view of faculty members at King Khalid University working in the committees of benchmarking practices and benefiting from them in improving and developing the educational process due to the variable of years of experience in quality in favor of the categories (5-10 years) and the category (10 years and more) compared to the category (1-5 years), The differences between them are not significant, but in the Dimentions of obstacles, the differences are not significant. The results explain that years of experience have a positive impact on quality practices, including benchmarking, as more good years of work, there are opportunities to acquire various skills, including quality business skills.

6. Recommendations:

In light of the previous results, the research recommends the following:

- The need to inform workers in educational institutions of the effectiveness of the use of benchmarking and methodology to improve educational quality.
- Develop strategic plans that ensure the enhancement of the quality of education in schools and universities by optimizing the use of benchmarking.
- Conduct studies on the relationship between the methods of using benchmarking to improve the quality of education.
- Conducting courses and workshops to train educators on the methods of benchmarking and ways to benefit from them in improving education outcomes.
- Provide opportunities to develop benchmarking methods that reflect the adoption of best practices, which contributes to improving the performance of educational institutions.

The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University for funding this work through Large Group Project under grant number (RGP.2/321/45)

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