



Faculty Perceptions: The Role of the Internal Quality Assurance System in Improving First-Year Undergraduate Programs

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The current study aimed to identify the opinion of faculty members on the role of the internal quality system applied at the University of Imam Abdulrahman Bin Faisal University in improving its first-year undergraduate programs. The study used the descriptive approach. The study sample included (114) faculty members requested to fill out an electronic questionnaire. The study concluded that there is a strong conviction and agreement among faculty members on the importance of internal quality systems and their procedures as basic career requirements for ensuring the quality of academic performance. Their significance appears when considering the way these systems analyze and highlight distinguished academic practices of faculty members and effective internal quality assurance systems that achieve their objectives. This effectiveness can be discerned in the clear vision and implementation mechanisms for developing academic curricula in a planned manner with clear roles and tasks at implementation levels. Internal quality assurance systems can affect the development of targeted learning outcomes and academic programs, especially those related to student assessment, as well as the extent to which a faculty member feels individual responsibility for meeting quality performance requirements. Such systems may also enhance the role of university administration in consolidating the values of institutional accountability. Two-thirds of the study sample indicated that these procedures and requirements represent an academic burden as they increase their teaching tasks. At this point, it is possible to notice the paradox that internal quality systems and procedures help develop the values of responsibility, but they help to a lesser extent with regard to the values of institutional accountability.

Keywords: *Higher Education; Internal Quality Assurance; Preparatory Year; Foundation Year; Universities.*



Introduction

Educational quality assurance refers to the processes followed to ensure the achievement of a certain level of quality in the educational institution or educational program, indicating to all beneficiaries that the program or institution meets the required standards. Ensuring the quality of higher education institutions represents a major challenge. In fact, it is a top priority for many educational systems due to their social and academic roles. Educational quality assurance poses an academic challenge for academics who are interested in the management of educational organizations and bodies. Educational systems can measure their success in investing in human capital using quality assurance methodological mechanisms.

Quality assurance is a key element in the development of educational institutions. It reflects the policies and processes directed towards providing all the possible means for achieving, maintaining, and upgrading quality by verifying that the standards, indicators, academic practices and the values as well as organizational framework within these institutions are compatible with the institution's vision and mission and related processes and practices (Lim, 2001, p25). The quality assurance system is concerned with the processes of evaluating and reviewing the inputs, outputs, and processes of educational institutions according to specific criteria to ensure their conformity with recognized standards. Therefore, many educational institutions search for mechanisms to control the quality of performance through a set of indicators and standards adopted by the institution in order to make judgments on their academic practices. Such mechanisms focus on analyzing their efficiency in achieving their goals through daily practices associated with teaching and learning processes, assessment policies, student support, and the academic and professional activities of the faculty. All these steps are taken within a frame of values and principles affecting the systems of educational institutions.

Several studies indicate that the internal quality systems in higher education institutions positively affect the outcome of teaching and learning processes. They can develop the academic practices of the faculty members and boost creativity in the teaching strategies provided to students, and the mechanisms required for the career development of the faculty members (Tavares, Sin, Videira & Alberto, 2017; Silaeva, 2018). In this context, many studies dealt with the analysis of these systems and the measurement of their effectiveness in creating strategies to control performance within educational institutions and aligning them with the quality perspective as a mechanism for internal consistency. Such procedures improve the quality of teaching and learning and develop mechanisms for self-reliance (Tavares et al., 2017; Cardoso, Rosa, Videira, & Amaral, 2017)

This prompted Imam Abdul Rahman bin Faisal University to adopt these systems in judging academic practices. An internal program was used to apply the performance quality assurance system. The implementation of the mechanisms began at the Deanship of the Preparatory Year and Supporting Studies during the 2016-2017 academic year. It relied on a set of internal

standards and indicators related to the educational effectiveness of its academic practices. The program is aimed at meeting the accreditation standards of the National Center for Academic Accreditation and Assessment and establishing an internal system for the quality of academic programs (AID, 2018).

Thus, this study seeks to identify the effectiveness of internal quality assurance systems applied in the first-year undergraduate program at the Deanship of Preparatory Year and Supporting Studies at Imam Abdul Rahman bin Faisal University from the point of view of its faculty members. This trend contributes to enhancing the participation of stakeholders from faculty members. It also contributes to enriching the internal quality assurance system by making it more effective and inclusive. Moreover, the process of participation itself helps align diverse expectations (Beerkens, Udam, 2017) and emphasizes the importance of evidence-based dialogue on quality improvement among university stakeholders for the success of quality assurance (Martin, 2018, p21).

Literature Review

Internal Quality Systems for University Education Institutions

Different references indicate that universities have implemented internal quality systems. Al-Adadi (2012, p. 12) defined quality assurance as a continuous process and organized activity to measure quality according to standards that analyze deficiencies and take necessary measures to improve performance. After that, quality is measured again to determine the extent of improvement achieved in order to ensure compliance with specifications, requirements, or standards. Quality assurance also includes setting and communicating standards and determining the indicators needed to monitor performance and compliance with standards. Quality assurance also refers to systematic management and evaluation procedures carried out by an educational institution to guide and evaluate performance. These procedures are intended to ensure the quality of outputs and to improve the level of achievement. Furthermore, quality assurance aims to build confidence among participants in the quality of management (Harman & Meak, 2000, p. 4).

Quality assurance often refers to efforts made to improve the environment and internal processes, such as the effectiveness of learning and teaching which can be ensured when an institution achieves its intended objectives. This achievement can be referred to as "internal quality assurance". (Yin, 2003, p204). It can be noted that important objectives of quality assurance including all dimensions of quality are mentioned by (Andris, 2001, p11)

- Setting goals for the quality policy and following up on its implementation from a comprehensive perspective, designing quality control budgets, and following up on performance in light of them.

- Improving and evaluating the quality assurance system, increasing productivity and reducing costs as integrated goals.
- Knowing the tasks assigned to all employees of the educational institution, knowing how to perform these tasks, and the desire to master the work.
- Take the necessary corrective actions and provide the necessary resources to complete work.
- Minimizing the risks of low trust in the educational product.

Assurance Quality includes quality investigations and follow-up, and it serves two different purposes: to maintain and improve the required level of quality, as well as to assure stakeholders that quality is maintained at levels comparable to good practice in distinguished institutions in other regions of the world. Quality assurance usually includes both internal and external processes. It is assumed that certain mechanisms ensure quality within each institution (Establishment Project for Quality and Qualification for Institutional and Program Accreditation, 2013AD, 12). It is a system based on preventing errors and ensuring good performance on the first attempt. It is a preventive system to prevent errors from occurring and avoid the need to correct them repeatedly (Quality Assurance and Accreditation Board, 2017, 7).

Studies indicate many philosophical approaches that support the thought of normative and academic accreditation for educational programs and institutions. Perhaps the performance-based assessment approach represents the most important one adopted by the internal quality systems of institutions in general and education in particular. It depends on monitoring behavior during the course of a certain curriculum and after its completion. This method reflects a pattern of thinking that belongs to the field of industry, where the precise specifications for the performance of the product are set. This represents "Learning Outcomes" according to educational terminology. Madbouly (2008) indicates that the study program can be designed in a linear, sequential manner, similar to production lines in factories. Someone can monitor production processes step by step, guided by strict standards that determine quality levels according to previously established outputs and standards rather than certain specifications of the intended product itself.

When discussing the quality of education in internal quality assurance, the focus is usually placed on the effectiveness of internal processes, especially teaching and learning processes. The quality of education mainly emphasizes the achievement of certain educational goals, especially in terms of educational outcomes for students. Achieving these goals means achieving the best quality in education (Yin, 2003, p204). Quality assurance is a dynamic process that requires building according to changes in society and the economy, the increase in the number of public and private universities and colleges as well as in the number of students. It requires systematic monitoring and development of an internal system of quality assurance in order for institutions and students to remain competitive, equal and recognized (Legčević & Hećimović, 2016).



These justified concerns about quality in higher education are not new, and since the late eighties, it has become more clear and relevant to higher education institutions, the government, and society as a whole. Quality assurance is usually linked to the increasing number of higher education institutions, verifying and raising the level of confidence of stakeholders in them and their qualified outputs for the labor market. Thus, it can maximize the revenues of investment in it despite the scarcity of financial resources and economic pressures (Manatos, Cardoso, & Rosa, 2018. P147). In brief, higher education institutions formulate their quality assurance systems either according to national standards or based on their own needs. Quality assurance mainly focuses on teaching and learning activities as well as curriculum development (Alzafari, & Ursin, 2019).

Standards and Indicators of Internal Quality Assurance Systems and Foundations of Academic Accreditation:

The European Framework of Internal Quality Indicators defines a set of standards related to mechanisms for reviewing programs and ensuring the quality of teaching practices for faculty members and learning resources available to students. It also includes information processing within the institution to support development processes, as well as indicators for student-centered learning strategies (Manatos et al., 2017). There is a demand among higher education institutions and stakeholders for evidence-based and data-driven analysis of higher education and its performance. Internally, institutions need this analysis to support decision-making and strategic development. Externally, stakeholders need strong data on the performance of institutions to ensure their quality or value for money, so they rely on quantitative and qualitative indicators (Loukkola, Peterbauer, & Gover, 2020).

Therefore, the standards and indicators for teaching and learning methods as well as the procedures and mechanisms related to the educational process represent the core of the academic standards. If universities ignore these standards and mechanisms, they may lose an essential factor in their academic accreditation and quality of internal performance. This issue is important since higher education institutions are greatly concerned about their final product, the graduates of their academic programs, who go through the educational stages and academic experiences inside them. Such institutions also focus on teaching and learning methods, sources of support for the educational process and assessment processes. As a result, there are many indicators and standards adopted by bodies working in the field of quality assurance and academic accreditation. Universities, accordingly, adopt a strategic approach to teaching and learning methods through which they enhance a common understanding of this approach among their members, students, and beneficiaries of their programs. This approach is based on providing educational activities and resources to students in a manner that achieves the principle of equal opportunities. In addition, it relies on working efficiently and effectively to achieve the desired educational process outcomes, where teaching and learning practices are built through reflections of students' desires. Furthermore, this approach includes specialized and objective assessments of those practices. well, Institutions also ensure that all those who



participate in providing their educational service are qualified to carry it out and have the ability to support and develop it. Thus, a university collects and analyzes the necessary information and data to ensure the continuity and effectiveness of its strategic approach. All these steps are aimed at enhancing teaching and learning opportunities and providing physical, virtual, social, and safe environments for all its students.

Other indicators related to program design have to do with the evaluation of academic programs and their review by the academic body concerned with quality assurance. This evaluation can determine the feasibility of those programs and the extent to which they have achieved the university's goals and mission. Internal quality assurance in universities requires full control processes of their academic programs, monitoring the standards of the current programs and their validity in light of the development of knowledge and related applied practices, and assessing the extent to which these programs achieve the targeted educational outcomes. Another point is the continuous evaluation of the effectiveness of the curriculum and student assessment processes. A further issue is ensuring that the recommendations made by the quality assurance authority are implemented and followed up by the academic members regularly. Any shortcomings are addressed. For example, in case of a decision to stop a program, the necessary measures are taken to inform students and beneficiaries of the program to protect the interests of students registered in it (Quality Assurance) (Agency for Higher Education, 2018).

The analysis of internal quality assurance indicators and standards clearly shows that they include ensuring that all educational resources are accessible to students and that they are aware of the services available to them. It is also ensured that faculty members are qualified to develop their competencies for student support. In addition, institutions have to provide their students with clear information about teaching and learning opportunities. They also need to provide them with a record of their academic progress through a system of feedback. However, while internal quality assurance system standards and indicators often focus on teaching and learning, there can be gaps in their development. For example, monitoring student assessment systems, the physical environment, and graduate employability are often neglected in internal quality system tools. Different internal quality systems in many universities have different orientations and use various tools (Martin, 2018, p19).

Therefore, internal quality assurance systems are concerned with having a set of institutional standards related to management and strategic planning, which must be available in universities. For example, an institution needs to publish information that describes its mission, values, and strategies; the institution declares the general framework of its academic standards and ensures its quality and supports it by describing the time frame and information that helps to achieve it, in addition to specifying what the institution expects from its students and what they expect from their institution. On the other hand, the processes of quality assurance of higher education institutions imply that the responsibility for quality lies within the institutions and that the external assurance of quality depends on the institutional review processes of the



internal quality assurance systems. All of these steps aim at having better methods for developing integrated internal institutional evaluation processes (Cardoso et al., 2017, p330).

Internal quality systems contribute to pushing universities to adopt wholesome institutional values, such as responsibility, accountability and transparency within the framework of governance mechanisms and objectives. These values can be reflected in the internal instructions and rules they adopt in determining how decisions are made and the distribution of powers within the university, which leads to its availability and application to reduce conflicts among authorities.

The leadership of Performance Quality Assurance Systems at Imam Abdul Rahman bin Faisal University

The Deanship for Academic Affairs at Imam Abdul Rahman bin Faisal University has adopted a set of indicators and standards as a program to lead performance quality assurance systems. Similar to internal quality systems mechanisms in international universities, the program aims to analyze the reality of academic practices according to a set of standards and indicators that have been prepared internally - not with the aim of academic accreditation. It rather aims at developing these practices and linking them to the educational strategies provided to students in the classroom. These indicators and criteria aimed to achieve leadership and excellence for Imam Abdul Rahman bin Faisal University, where the Deanship for Academic Affairs launched this internal system of quality from the Deanship of the Preparatory Year and Supporting Studies. It was a starting point for students in this university. It was responsible for providing the first-year university program. It analyzed the reality of academic practices within the deanship according to five basic criteria: learning outcomes, teaching and learning practices, evaluation mechanisms, student support, and faculty development programs. According to the self-study of the internal quality system based on these indicators, an implementation plan was prepared through a set of activities and events, according to the following stages:

- **First stage:** preparing the targeted learning outcomes at the level of each of the deanship tracks (the first semester of the academic year 2015/2016) in cooperation with the targeted colleges in each track. It held workshops for colleges' representatives and coordinators of tracks and courses. The learning outcomes were prepared according to cognitive domains, perceptual, communication skills, interpersonal skills and psychomotor.
- **Second stage:** aligning the content of the preparatory year courses with the programs of the colleges in the different tracks (the first semester of the academic year 2015/2016). Workshops were held to compare the content of the preparatory year courses with the courses of colleges programs according to each track of the deanship. The goal was to achieve integration between the content of the preparatory year courses and their equivalent at the level of each college program.



• **Third stage:** the course development committees (the second semester of the academic year 2015/2016) was formed at the level of each course of the academic departments from the faculty members of the deanship. These committees were assisted by some experts and development facilitators from the rest of the university's faculties. Each of the development committees performed the task at three stages: the stage of preparing learning outcomes for the courses, teaching and learning strategies, active and circles learning, and the stage of the mechanisms and means of evaluating courses.

Previous Studies

Agasisti, Barbato, Dal Molin, and Turri (2019) analyze the internal quality system in universities through the principles of new public administration. The study suggested an approach to managing internal quality systems that focuses primarily on the organizational dimension of the university by analyzing the application gap. It aimed at identifying the basic variables that enhance the implementation of effective internal quality assurance and support a comprehensive policy of quality assurance in five Italian universities. The study analyzed a model according to a correlation matrix linking the mechanisms of formation of internal quality assurance committees in universities and their roles (Agasisti et al., 2017). The study by Cardoso et al. (2018) which was entitled "internal quality assurance: new culture or additional bureaucracy" aimed to analyze the perceptions of faculty and staff members on internal quality assurance practices in higher education institutions in Portugal. It analyzed the internal quality systems according to three philosophical frameworks, namely, quality as a culture, or as a commitment, and finally as internal consistency and cohesion. The results of the study showed the impact of the application of internal quality systems on increasing academic performance monitoring mechanisms, increasing the time allocated to non-academic tasks, in addition to increasing pressures among faculty members. The results showed the sample's awareness of the importance of aligning internal quality systems with the quality perspective as a mechanism for internal consistency. This is achieved through an awareness of quality issues of teaching processes, and improving the quality of information available for activities carried out in institutions (Cardoso et al., 2018).

Angela Hou et al (2018) addressed the challenges of implementing self-accreditation in Taiwanese universities in accordance with the standards adopted by the Taiwan Ministry of Education in 2012. The study refers to a new quality assurance policy that aims to enhance institutional independence, as well as establish a mechanism for internal quality review. At the same time, higher education institutions are encouraged to develop their quality assurance frameworks based on strategic direction and self-determined institutional features. The study relied on a qualitative and quantitative methodology to explore the effects and challenges of the self-accreditation policy in Taiwanese universities. The study concluded that the mechanisms for self-accreditation have many positive results in building the university's capacities to ensure internal quality. These positive results are achieved despite the shortcomings of the mechanisms for selecting auditors and the inconsistency between auditors'



recommendations and self-accreditation decisions. In addition, there is a need to redefine the roles and responsibilities of external accreditation bodies within the framework of self-accreditation policies for institutions (Hou et al., 2018).

Tavares et al. (2017) aimed to measure the perceptions of faculty members on the impact of internal quality systems on teaching and learning mechanisms in Portuguese universities. They surveyed the opinions of more than (1600) faculty members on the effectiveness of internal quality systems in raising awareness of supporting teaching and learning strategies, and creativity in the educational process. It also pointed out the importance of mechanisms for developing academic skills and training programs for faculty members. The results showed that the study sample confirmed the positive impact of internal quality systems on supporting distinguished academic practices. The study also reflected the effectiveness of the information provided by these systems in developing teaching skills (Tavares et al., 2017).

Manatos, Sarrico, and Rosa, (2017) analyzed the integrative perspective of managing quality systems in higher education institutions within the framework of European standards for internal quality systems. The results of the study indicated three levels of management of internal quality systems according to principles and dimensions of internal quality management which include three points. First comes the level of operations which focuses on teaching and learning processes; second, the organizational level focuses on the organizational minor and major dimensions and the associated institutional support mechanisms, and third comes the level of quality management principles which analyze the weaknesses in organizational trends in quality management (Manatos et al., 2017).

Cardoso et al. (2017) dealt with the controversy of internal quality systems that can be seen either as an externally defined model that can be applied to wide ranges or as a model that differs depending on the nature and features of the institution it is applied in. The study is based on the analysis of the characteristics of internal quality assurance systems in Portuguese higher education institutions. The results concluded that institutions tend to follow an approach or model that suits all institutions through the use of a reference similar to other bodies. In other words, it does not seem that institutional features played a key role in adopting one model over another (Cardoso et al., 2017).

Sullivan's study (2017) entitled: "The Development of Internal Quality Assurance Systems in a University: A Case Study" aimed to analyze the development of internal quality systems in a university during 15 years. Analysis was based on quality reports for external beneficiaries participating in the design and implementation of internal quality assurance processes. Reports contained extensive information which contributed to persuading both the administration and the faculty members of its feasibility. A variety of activities were also intended to measure academic performance, organize policies and procedures and evaluate research according to a three-pronged approach including quality, strategy, and performance together. The study concluded that there were numerous indications that the university's internal quality assurance



policy transformed the university into a more responsive culture increasingly supported by both external and internal beneficiaries (Sullivan, 2017).

Al-Fasfosi (2017) studied the quality in the faculties of economics and administrative sciences in terms of its strengths and weaknesses for the sake of finding out any strategic gaps and the appropriate methods to deal with them. Thus, a set of research stimuli was formulated as the main introduction to the framework of the study. These stimuli addressed reality and its scientific basics to come up with logical answers which may advance quality requirements within the framework of Arab universities in general, and faculties of economics and administrative sciences in particular. The goal is to achieve a good quality level similar to that in counterpart faculties in the scientifically and technologically advanced world. The study is based on the postulates of quality, such as innovation, creativity, and skills aimed at improving the current situation of the faculties of economics and administrative sciences. In addition, the study pointed out risks of imitation and unsuitable methodologies of promotion, which arose in an environment that is not compatible with the specificity of the Arab world. Thus, intellectually qualified scientific and technical administrative leaders are needed to deal with the challenges facing quality assurance and find appropriate methods to enhance it (Al-Fasfosi, 2017).

Al-Muaqil (2016) investigated accreditation and quality assurance requirements in the College of Social Sciences at Imam Muhammad bin Saud Islamic University in the light of some contemporary global experiences. The study suggested some important requirements that should be met to prepare the College of Social Sciences to implement accreditation and ensure quality. In addition, the study included the opinions of a sample of faculty members in the college, amounting to (72) members who were requested to fill out a questionnaire that included (128) statements. The results indicated that the requirements of accreditation and quality assurance in the college are available to a medium degree, and that distinguished college management is available to a large extent. In addition, the field of achieving cooperation and community participation is low compared with the average of other fields. Furthermore, the difficulties facing the application of accreditation and quality assurance in the college are located in the category of approval to a medium degree, and the highest available difficulties are to a large degree attributed to the weakness of clear and accurate determination of the accreditation criteria, and the low participation of faculty members in the college decision-making. Eight standards should be met for the sake of implementing accreditation and quality assurance in the college. These standards include several indicators with certain requirements to meet each standard (Al-Mouaqil, 2016).

Research Methodology

The study used the descriptive approach that describes the phenomenon studied in terms of its nature and degree of existence (Al-Assaf, 2013, p. 191). It is an approach that seeks to reach conclusions that help in understanding reality and its development, by describing what exists,

as well as defining the nature of prevailing conditions, practices and trends. It seeks to draw useful results that enrich the study (Obaidat, Abdel Haq, & Adas, 2020, p. 245). The study seeks to answer several questions by measuring the extent to which faculty members are satisfied with the internal quality system applied in the first-year undergraduate program at the Preparatory Year Deanship at Imam Abdul Rahman bin Faisal University.

Sample of the Study

The study sample included (114) faculty members, representing (46.5%) of the total study population (faculty members in departments: (self-development, computer, and basic sciences) which included (245) members.

Table 1. Distribution of the Study Sample

Characteristics	No	Percentage %
Academic rank	Professor	4
	Associate Professor	22
	Assistant Professor	62
	Lecturer	26
Specializations	Basic Sciences	41
	Self-Development	64
	IT	9

The table shows the distribution of the study sample according to some characteristics that bring about a representative distribution of the study community in terms of academic degree and academic department.

Instrument of the Study

The researcher used the questionnaire as a tool for data collection, and it contains (7) statements. The stability of the study tool was confirmed by the Alpha-Cronbach coefficient using the SPSS program, where the value of the Alpha-Cronbach coefficient indicated the stability of the study tool as shown in the following table:

Table 2. Cronbach's Alpha Reliability Coefficient for the Study Instrument

Cronbach Alpha	Items No.
0.894	7

Results of the Study

To what extent are faculty members convinced of the role of the internal quality system in improving the first-year undergraduate program at Imam Abdul Rahman bin Faisal University? To answer the question, the study included an analysis of the responses of the study sample to the questionnaire which is related to the importance of the internal quality system and the

standards and indicators of meeting the requirements for quality academic performance. These systems, procedures, and mechanisms are seen as part of the academic work and the supporting factors for faculty members. Such procedures may also be seen as factors increasing job and academic burden. The following table presents a statistical analysis of the responses of the study sample:

Table 3. Responses of the Study Sample

Items	Mean	SD	Weight
1. The internal quality producers are part of the academic job	3.39	.57	85%
2. The internal quality system improves self-responsibility among staff to ensure the quality of the academic achievement	3.15	.70	79%
3. The internal quality techniques introduce a clear vision to improve curricula	3.12	.66	78%
4. The actual academic achievement quality is checked through the internal quality techniques	3.08	.56	77%
5. The teaching efficiency level inside the classroom is achieved through implementing internal quality techniques	3.05	.70	76%
6. Internal quality improves self-accountability among staff	3.03	.74	76%
7. Implementation of the internal quality procedures added more loads on the staff	2.08	.91	52%

Statistical analysis of the sample responses indicates that the averages and the relative weight of the total of the seven-axis phrases are high with weak values of the standard deviation. This can be generally noticed in the total sample of the study of all academic ranks, specializations, and different durations of experience. This indicates conviction and agreement among faculty members on the important role of internal quality systems. Their procedures are considered basic elements of their mission. Adopting these procedures helps in ensuring the quality of academic performance through emphasis on distinguished academic practices.

The results indicate that more than two-thirds of the study sample see that these procedures and requirements represent an academic burden that increases their teaching duties. This is evident from the results of the study sample's responses to phrase no. (7) showing the lowest arithmetic average among the first axis phrases with a value of (2.08). The largest standard deviation is (0.91). This can be analyzed in light of the agreement of those responses with the results of statement no. (5) indicating that the procedures and mechanisms of internal quality systems are concerned with the effectiveness of the educational process in the classroom, which is primarily focused on the faculty member. This point is expressed by the arithmetic mean (3.05) of the statement, and a standard deviation of (0.7) only. This indicates a great agreement among the study sample.

Results of the study sample's responses are analyzed in terms of the role of internal quality systems in developing the values of individual responsibility among faculty members on the

one hand, and the values of institutional accountability depending on institutional rules and determinants of the roles of faculty on the other hand. The sample of the study agreed with a mean (3.15) and a standard deviation (0.70) that the systems and procedures of internal quality systems help to develop the values of responsibility, which is evident from the statistical analysis of the responses of the study sample to statement no. (2). There are somewhat fewer statistical indicators in relation to the values of institutional accountability with a mean (3.03) and a standard deviation (0.74) on statement no. (6). These results also agree with the response of the study sample to the statement (3) with arithmetic mean (3.12) and a standard deviation (0.66), which indicates a great agreement among faculty members of the study sample regarding their conviction on the effectiveness of the internal quality assurance systems applied in the Deanship and its related vision and mechanisms that focus on course development with clear roles and responsibilities at implementation levels.

The study concludes that the faculty members are highly convinced of the effectiveness of the internal quality system applied in the Deanship. This system succeeds in achieving its objectives intended to develop targeted learning outcomes as well as academic programs, especially those related to student assessment processes. Faculty members show individual responsibility in achieving quality performance requirements. University administration plays a significant role in consolidating the values of institutional accountability. Results of the analysis of the effectiveness and convictions of faculty members on internal quality systems agreed with the results of some previous studies on the impact of the application of internal quality systems on increasing academic performance monitoring mechanisms and increasing the time allocated to non-academic tasks. Another point is increasing pressure among faculty members. Quality assurance is seen as a mechanism for internal consistency leading to distinguished academic practices and developed teaching skills. Such results agree with the conclusions of some studies like those by (Tavares et al., 2017; Cardoso et al., 2018; Alzafari & Ursin, 2019).

Conclusion

Having effective internal quality systems requires striking a balance between the dialectic of the two approaches. The first one advocates concealing institutional and academic weaknesses and shortcomings in higher education institutions, which are linked to external quality systems and academic accreditation procedures. The other approach has to do with policies and academic development systems requiring an analysis of the reality of faculty practices. This approach focuses on educational effectiveness and the development of educational outcomes as well as academic programs to meet the needs of society. This trend consolidates the notion that the values of collective responsibility of institutions and individuals alike are a significant requirement for internal quality. Awareness of this responsibility is likely to arouse interest in building these systems in universities leading to an increase in society's confidence in their outputs and their ability to efficiently and effectively meet the continuous increase in demand



for their services. This confidence is likely to raise the value of revenues on investment in them.

One of the most important institutional values that govern the effectiveness of internal quality systems is the partnership between those in charge of planning and drawing up internal quality mechanisms and systems in universities on the one hand, and stakeholders in general as well as those in charge of implementing them on the other hand. This partnership can be analyzed by measuring institutional effectiveness in drawing the lines and levels of decision-making. It can also be noticed in wise governance which organizes and coordinates missions among concerned parties both at administrative and implementation levels.



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