



Utilizing Academic Accreditation to Improve Sustainable Education Quality in King Khaled University

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Abstract

The objective of this study is to assess the degree to which academic accreditation is being used to enhance the quality of sustainable education at King Khaled University. Furthermore, it aims to evaluate the importance of statistical disparities in the use of technology across different genders and academic rankings. The researcher used a descriptive research design and quantitative methodology, employing a questionnaire as the main tool for collecting data, in order to achieve the study's aims. The survey gathered data from a collective of 1609 academic members affiliated with KKU. The faculty members from KKU voiced their acceptance of employing academic accreditation as a means to enhance the quality of sustainable education. The results also showed that the viewpoints of KKU faculty members about the utilization of academic accreditation to enhance sustainable education quality were not associated with demographic factors such as gender or academic ranking.

Keyword: Utilizing Academic Accreditation, Improve Sustainable Education Quality, KKU

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Introduction

Developed nations have come to recognize that their human capital is their most valuable asset. Consequently, they have acknowledged that investing in individuals is the initial investment that yields the greatest returns (Romanowski, 2022). They have also recognized that a robust educational system is crucial for prosperity and is vital to achieving sustainable development. Consequently, many governments have made education and its quality a top priority. Many industrialized countries have made significant efforts to establish high-quality educational systems that align with their aims and goals of achieving educational outcomes that contribute to their renaissance and growth (Mohamed et al., 2022).

Notable instances can be observed in the educational systems of Britain, Japan, America, and other highly developed nations across the globe. Wang et al. (2022) defines quality education as a comprehensive approach that relies on a set of values and is driven by a robust knowledge foundation. This enables individuals to effectively utilize the skills and abilities of workers and creatively contribute to various aspects of the educational process. In order to accomplish continuous improvement, it is crucial for people in charge of the educational system to be convinced of the possibility of implementing a comprehensive quality strategy. This method serves as an effective instrument to address the concerns and problems in public education, as highlighted by Crawford and Cifuentes-Faura (2022). However, governments in developing nations consistently assert that education, its advancement, and enhancement are their foremost concerns and priority. The interests were not effectively realized and did not yield concrete outcomes. In his study, Ziefle et al. (2021) highlighted the significant influence of education on human development indicators, as supported by several local and worldwide research studies. Consequently, it is imperative for decision makers to establish a strong connection between education and development programs, and ensure effective coordination between them. Nevertheless, the continuous growth in population has resulted in more pressure on the need for education, causing the state to prioritize

expanding the quantity of education rather than investing in the quality aspects. This is evident in the following aspects: a high concentration of students in each class, a large number of school periods, and inadequate school equipment, curricula, programs, teaching methods, teacher and principal competences, as well as evaluation systems, methods, and tools (Colsch et al., 2021).

The concept of quality has been widely implemented in the educational sector across all countries worldwide. Quality is a fundamental aspect of an effective management model designed to adapt to global and local changes (Amaechi & Obiweluzor, 2021). Therefore, it is crucial to implement quality standards in educational institutions to effectively engage with and respond to the evolving world. The philosophy of quality in the educational sector emphasizes the allocation of all efforts and human resources towards achieving its objectives, while also meeting the needs of various stakeholders such as students, teachers, educators, parents, the labor market, and community members (Sziegat, 2021). The philosophy of quality encompasses several key elements, including embracing change as an inevitable aspect of reality, aiming for superiority and perfection in educational programs, and placing emphasis on both the inputs and outputs of the educational system (Indra et al., 2021).

The current state of affairs clearly demonstrates the need for educational institutions to transition from theoretical concepts to practical implementation. It is crucial to make significant modifications in the educational setting, guided by the principles of quality and school accreditation (Ulker & Bakioglu, 2019). By adhering to accepted quality standards, educational institutions can enhance their capacity to achieve their objectives and mission, resulting in improved performance and overall quality of the educational process. From this perspective, it is crucial and strategically advantageous to prioritize the quality of educational institutions, implement their systems, and promote their ideas (Bendixen & Jacobsen, 2020). Accreditation for educational institutions enhances the process of continuous improvement by serving as a vital element of purposeful educational work and a feedback system for making informed decisions. It aids in the development of performance, planning educational programs and projects, monitoring their implementation processes and procedures, verifying their effectiveness, and managing the overall quality of the educational institution (Galvez & Fuentes, 2021).

Sustainable development in educational institutions also seeks to assess the level of alignment between the current practices within the institution and the standards in its different areas. It also aims to identify the strengths and weaknesses in the institution's performance and establish a starting point for developing and implementing improvement plans to meet quality and accreditation standards (Bigdeli et al., 2021). The sustainable development process can offer significant contributions, with the most crucial being the analysis of the institution's actual position. An accurate evaluation of the institution's current state offers insights into its primary advantages and areas that require improvement. It also involves identifying external factors that pose potential risks to the institution's operations. The consideration of existing options is crucial for reaching consensus on the intended state of the institution when creating future plans to examine the different phases of strategic planning and extracting valuable insights (Addas, 2018).

Since their inception, Saudi public education institutions have played a crucial and impactful role in offering the Saudi population opportunities and incentives to pursue scientific and technical studies, foster ideas, and make significant contributions to the development of human resources, as well as fostering the capacity for creativity and innovation (Konovalova et al., 2021). Thus, it is imperative for these institutions to prioritize the enhancement of their performance in order to attain optimal quality. The comprehensive education system in Saudi Arabia has been implemented for several reasons. Firstly, there has been a significant increase in the number of educational institutions, leading to a quantitative expansion. Additionally, private education has been introduced to enhance competition and improve the overall quality of education. Furthermore, there has been a substantial increase in social demand for education, which has multiplied more than five-fold. Lastly, there has been remarkable progress in various scientific fields, making knowledge production a vital commodity. It is traded among nations, and the local, regional, and worldwide community requires an exceptional graduate of superior caliber who adheres to international benchmarks and can excel in the global marketplace (Almuhaideb & Saeed, 2020).

Institutions and programs utilize global accrediting systems for higher education to assess their credibility in providing education of superior quality. Despite the existence of numerous asserted advantages and objections to certification, as well as the absence of scientific evidence supporting its ability to enhance educational quality, there continues to be a growing demand for this type of quality assurance. Various factors contribute to the evaluation of education quality, including student satisfaction, suitable instructional methods, academic rankings, and accreditation (Almuhaideb & Saeed, 2021). Hence, this research aims to comprehend the significance of academic accreditation in enhancing the quality of sustainable education. The aim of our project is to emphasize the role of accrediting activities on student learning and to establish sustainable quality practices related to accreditation for continual improvement in the KKU from the point of view of faculty members.

Research questions

The objective of this research is to tackle the following inquiries.

1. What is the degree of sustainable education quality improvement using academic accreditation in the KKU from the point of view of faculty members?
2. Are there statistically significant differences in the degree of sustainable education quality improvement using academic accreditation in the KKU from the point of view of faculty members due to the variables of gender and academic ranking?

Literature Review

Contemporary trends in education quality highlight the need for universities to implement sustainable development processes. This is crucial as it enables university administrators to gather essential information and statistics on the university's present performance and compare it with established quality standards (Shafi et al., 2019). Additionally, it aids in identifying the strengths and weaknesses in school performance, and subsequently establishing priorities for enhancing school performance and attaining programmatic and academic accreditation. While there is growing global and regional interest in sustainable development for universities, it is observed that this interest is lacking at the local level, particularly among Saudi universities (Saeed et al., 2021). Many of these universities do not prioritize sustainable development in their various areas of performance. It is important to mention that the Saudi Ministry of Education has compiled a complete guide. This guide provided universities with sustainable development protocols. This guide provided sustainable development paradigms and the essential tools for implementing excellence in universities. Despite the Ministry's provision of this guidance, its practical application was not disseminated, and universities were not educated on the procedures for applying its contents (Rybinski, 2020). Consequently, numerous universities lacked comprehension of the essential protocols and prerequisites for sustainable development. This is because sustainable development necessitates a profound grasp and proficiency in diverse developmental techniques, as well as the cultivation of the capabilities and skills of development teams to effectively realize the principles of excellence (Rybinski, 2022).

Higher education institutions have a crucial role in producing well-informed graduates who can contribute to societal growth by imparting the necessary knowledge, skills, and attitudes to their students. However, to ensure the exceptional quality of education provided by these institutions, it is crucial to establish an evaluation mechanism (Simonyte et al., 2022). Quality assurance methods play a crucial role in maintaining and enhancing educational standards, ensuring that the education provided by Higher Education Institutions (HEIs) meets or exceeds the expected level of quality. The Commission on Higher Education (CHED) has established the Institutional Sustainability Assessment (ISA) approach to aid higher education institutions in upholding a superior level of quality. This framework has five essential performance categories, with each category encompassing metrics that are applicable to institutions based on their current stage of growth. In order to assist harmonization and internationalization, higher education institutions (HEIs) must establish internal quality assurance systems, embrace international standards and frameworks, and develop strong industry-academia partnerships (Habib et al., 2021).

Saudi universities adopt a quality assurance system designed by the Council of Quality Assurance. The framework can be implemented in three distinct ways: in a manner that is appropriate for the intended purpose, in an unconventional fashion, or in a manner that adds value. Quality can be defined as either excellence or scarcity (Almufarreah et al., 2021). When evaluating new undergraduate and graduate programs, one criterion is whether they align with the institution's mission and academic plans, and whether the associated learning outcomes are clear and appropriate (Bidandi et al., 2021). Rasiah et al. (2020) define quality assurance as the systematic process of verifying if a product or service meets or beyond the client's expectations. It is a systematic approach that is guided by a procedure and comprises of specific stages to help in establishing and accomplishing objectives. Multiple methodologies for quality control are utilized in the Philippines. Furthermore, it is crucial to comprehend the optimal utilization of their resources, encompassing both natural and human assets.

Incorporating quality assurance into management and planning procedures is essential for institutions. Adapting quality assurance procedures is necessary to remain relevant in the constantly evolving higher education system. However, implementing these changes will require a significant amount of time (Almurayh et al., 2022). Developing trust in universities and colleges is crucial, and we should make every effort to support their enhancement. Academic quality and accreditation have been a longstanding subject of interest in the scientific community, mostly due to ongoing concerns about the standard of academic education. Consequently, it remains a significant issue of discussion. From a sustainability perspective, academic institutions that consistently implement quality practices enable learners to contribute to enhancing economic conditions by applying the skills they acquire from these institutions (Al Mosalat & Hewehy, 2021). Al-Shahrany and Al-Sobaiey (2022) emphasized the crucial role of human development in achieving sustainable development. Consequently, it is imperative to determine the specific demands for human development and thereafter create a skill enhancement program that addresses these requirements. The human development needs, difficulties, and motivations have been delineated. Al-Ghamdi and Al-mekhlafi (2023) investigated the impact of the COVID-19 pandemic on the educational objectives of the United Nations' sustainable development goals. It has been emphasized that the increased use of e-learning due to COVID-19 presents extra difficulties for developing nations, and there is a requirement for enhanced user experience in e-learning methods. Alqahtani et al. (2023) emphasized the transformation of academic institutions into sustainable entities. However, the impact of COVID-19 may necessitate adaptations for institutions to accomplish this objective.

Preparing for academic accreditation is a demanding undertaking that necessitates efficient organization, allocation of personnel and financial resources, and ongoing enhancement. Gatdula, (2023) have emphasized that faculty knowledge, professional development, and motivation are the fundamental elements that contribute to their active involvement in the accrediting process. Active faculty involvement not only expedites the work but also enhances faculty comprehension of the accrediting process and readiness for the accreditation site visit. The sustainability of quality programs is enhanced by active faculty engagement, ensuring that they are not merely one-time endeavors. Sheikh et al. (2019) analyzed accreditation through the lens of idolatry theory to investigate its control over institutions, its requirements, its influence on institutions and academics, and its ability to establish and validate a particular notion of education and academic field. Conducting thorough case studies on the adoption of quality measures not only allows an institution to reflect on its own quality journey, but also enables other academic institutions to benefit from successful quality practices. Moreover, case studies conducted in various geographical contexts offer insights into the consequences of distinct cultural influences on promoting high-quality practices in educational institutions.

Elmassah et al. (2022) conducted an empirical investigation in Nigerian universities and determined that it is imperative for universities to establish a proficient quality assurance directorate. This directorate would serve as a central hub for accreditation activities pertaining to academic content, staffing, facilities, funding, and libraries. Similarly, Kumar et al. (2020) examined the response of German Business Schools to the accreditation criteria set by three different accreditation bodies: AACSB, EQUIS (European Quality Improvement System), and AMBA. He determined that business schools should assess the aforementioned

elements in order to choose whether or not to pursue international accreditation. These considerations include drives, value, benefits, restrictions, organizational effectiveness, transparency, social responsibility, and accountability for all stakeholders. When one accreditation is enough, it is better to promote mutual recognition rather than having numerous accreditation competitions at the national and global levels. In a separate study, Romanowski (2022) examined the state of elementary and secondary education and discovered a direct correlation between the quality of school report cards and schools' accreditation scores. Mohamed et al. (2022) conducted a comprehensive review and identified that technology-enhanced learning, student learning outcomes, and faculty proficiency in technology are the key elements influencing university academic accomplishment for accreditation purposes. Academic institutions that embrace quality practices at an early stage contribute to the development and promotion of quality practices. According to Wang et al. (2022), accrediting activities have a greater impact on institutions that are younger (1-20 years old) compared to institutions that are older than 41 years. In addition, they emphasize that the initial accreditation cycle leads to more enhancements compared to re-accreditation visits. Crawford and Cifuentes-Faura (2022) asserted that education and accreditation prioritize labor market demands as the primary benchmark for evaluating education quality. However, given that education is a matter of national concern, it should also contribute to societal improvement and be the key determinant of education quality.

Ziefle et al. (2021) conducted an empirical investigation in educational institution and determined that the commencement of accreditation preparations shortly before the anticipated accreditation visit is not advisable. Instead, they recommended that preparations should begin immediately after the previous visit to allow for the implementation of quality activities in a genuine manner. In their study, Colsch et al. (2021) examined the accreditation experiences of senior executives at the University. They concluded that experienced help is crucial for both management and academic staff in dealing with accreditation challenges. In a study conducted by Addas (2018), the author discussed the accreditation process of the Bachelor of Landscape Architecture (BLA) program at King Abdulaziz University. The study highlighted positive improvements in program management, course delivery, and overall quality. Moreover, they stress the significance of every faculty member's commitment to ongoing enhancement. Amaechi and Obiweluozor (2021) conducted an empirical to found that corporate governance factors, such as the operations and composition of the supervisory board, have an impact on the acceptance of accreditation standards. Sziegat (2021) identified various obstacles in obtaining professional and public certification for educational programs linked to human resource management. Indra et al. (2021) recorded quality assurance methods to promote a successful outcome-based education process Ulker and Bakioglu (2019) presented a program evaluation approach derived from their firsthand involvement in the ABET certification process for Computer Science and Computer Information Systems programs. In their study, Bendixen and Jacobsen (2020) conducted a comparison analysis of the quality processes of ABET and NCAAA. The purpose of this analysis was to assist new programs that aim to obtain accreditation from both of these programs.

Creating high-quality assurance reports and artifacts necessitates a significant allocation of resources, hence the auditors must thoroughly examine the entirety of these reports in an efficient manner. Rybinski (2020) employed natural language processing techniques to investigate the correlation between the accreditation status and the national ranking of Universities. This study involved conducting sentiment analysis on 1850 accreditation reports utilizing correlation analysis, as well as linear and quantile regression. It is advisable for authors of accrediting reports to take into account the potential utilization of their reports by natural language processors and to have this in mind during the writing process. Rybinski (2022) employed a machine learning methodology to determine the correlation between student experience and university accreditation. This study was based on the examination of 98 accreditations carried out by the Quality Assurance Agency (QAA) in the United Kingdom between 2012 and 2018. He emphasized that potential students may utilize machine-learning algorithms to analyze university accreditation reports and choose suitable universities for admission.

Method

This study used quantitative methodologies and descriptive research to give a detailed, accurate, and systematic account of the characteristics and data related to the population under investigation. According to Saunders et al. (2016), descriptive quantitative research aims to thoroughly define and explain all the different aspects of the subject or area being studied. The acquired data is then shown after further processing.

Population and Sample

A study was conducted during the second semester of the academic year 2024, involving a total of 3588 faculty members from King Khalid University. Based on the statistics presented by Krejcie and Morgan (1970), a sample size of 300 is considered sufficient for correctly portraying the population. The primary objective of the study was to carry out an extensive survey among faculty members to ensure that the sample accurately represented the entire community. Furthermore, the aim of the research was to collect a significant quantity of data from the participants while simultaneously reducing any possible biases in the results (Blumberg et al., 2014). In order to assure universal access for all faculty members, a digital distribution method was employed to disseminate the survey. A total of 1730 questionnaires were discovered. Removed a specific group of 121 surveys from the study because they had a significant number of unanswered questions, which accounted for more than 50% of the total based on Hair et al. (2010). The investigation yielded a total of 1609 questionnaires, which were determined to be both reliable and valid.

Research Instrument

To achieve the research goals, the researcher employed the findings of earlier studies conducted by Abu Rahma (2018) and Kumar et al. (2020) to aid in the development of the questionnaire, which was used as the main research tool. The survey was partitioned into two distinct segments. The initial component of the survey gathers information regarding the respondents' "gender" and "academic ranking." Section 2 consisted of a thorough collection of 17 criteria specifically designed to evaluate the enhancement of sustainable education quality through academic accreditation. The questionnaire items were assessed using a Likert scale, consisting of a five-point continuum ranging from "1" (indicating very low) to "5" (indicating very high).

Instrument Validity

A group of ten education specialists, affiliated with Saudi Arabian universities and possessing expertise in language development, scientific precision, and clarity, were assigned the responsibility of assessing the dependability of the study instrument. Based on expert examinations, it has been concluded that all components are satisfactory, but with minor language adjustments.

Instrument Reliability

An approach used to test the reliability of measurement involves evaluating the consistency of results by using similar samples and instruments while keeping all other variables constant. The evaluation of answer consistency was performed using Cronbach's alpha coefficient. According to Saunders et al. (2016), the evaluation of a survey's reliability is based on its credibility, which is considered achieved when it meets or surpasses a minimum threshold of 60%. The Cronbach's alpha coefficient was measured to be 0.845, indicating a high level of dependability. Consequently, no inconsistencies were detected among the different components of the research instrument.

Data Analysis

The study's research questions were analyzed using SPSS software to calculate the means, perform the independent sample t-test, and conduct a one-way analysis of variance (ANOVA). Cuevas et al. (2004) propose employing the ANOVA One-Way test as an alternative to the independent sample t-test for the purpose of comparing three or more averages. The following explanation relates to the results obtained using the employed approaches for their characterization. The item's average score is 2.33 or below,

indicating a low grade. The item's average score falls between 2.34 and 3.67, indicating a moderate grade. The item's average score is 3.68 or higher, signifying a high grade.

Findings and Discussion

The research employed descriptive analysis to provide an in-depth depiction of the participant's attributes, with particular attention to their "gender" and "academic ranking." According to the survey results, a significant portion of participants—exactly 69.9%—self-identified as male. On the other hand, only 30.1% of the sample consisted of female respondents, meaning that male respondents made up the majority. Table 2 shows that 53.0% of participants were assistant professors, followed by associate professors (28.6%), professors (11.4%), and lecturers (7.0%).

Table 1: The respondents profile

The variable	Categories	N	%
Gender	Male	1124	69.9
	Female	485	30.1
Academic ranking	Lecturer	112	7.0
	Assistant Professor	853	53.0
	Associate Professor	460	28.6
	Professor	184	11.4

The means and standard deviations for the degree of sustainable education quality improvement via academic accreditation at the KKU from the perspective of faculty members were calculated in order to answer the first research question.

Table 2. Means and standard deviation

N	Items	Means	St.devs	Results
1	The university owns buildings and facilities according to modern specifications.	4.57	0.37	H
2	There are clear academic plans for all academic programs at the university.	4.23	0.51	H
3	The university's various specializations meet the needs of the labor market.	4.02	0.58	H
4	The university has distinguished human resources (academic - administrative - technical).	4.19	0.37	H
5	University employees are committed to providing services to beneficiaries on an ongoing basis.	4.37	0.43	H
6	The university has an integrated and updated database that provides beneficiaries with the information required Set time with ease.	4.32	0.49	H
7	The university has multiple communication channels to receive students' suggestions and opinions.	4.47	0.39	H
8	The university meets the diverse needs of its employees with ease.	4.52	0.42	H

9	The university provides incentives (material - financial - administrative) to support talent and gifted people.	4.17	0.44	H
10	The university participates with the community in various events (national - international days...)	3.92	0.38	H
11	Class schedules are characterized by multiple sections in one course to reduce the number of students in the classroom.	4.43	0.35	H
12	University employees are aware of university instructions and regulations to respond to student inquiries.	4.26	0.45	H
13	The university has various self-financing sources	4.28	0.40	H
14	There are specialized research incubators to support scientific research at the university.	4.07	0.40	H
15	There is a balance between basic and applied sciences and humanities disciplines.	4.29	0.39	H
16	The university has teaching halls equipped with modern technologies.	4.22	0.45	H
17	The university is working to update its academic curricula in a way that suits community requirements	4.05	0.51	H
Total		4.26	0.35	H

The data in Table 2 indicates that the average score for the level of increase in sustainable education quality through academic accreditation at KKU, as perceived by faculty members, is 4.26. This is accompanied by a standard deviation of 0.35. The factor labeled "The university owns buildings and facilities according to modern specifications" (item 1) has the greatest average value among all the elements, scoring 4.57. Item 8, "The university meets the diverse needs of its employees with ease", has a measurement of 4.52. The item labeled 10, which discusses "The university's various specializations meet the needs of the labor market", exhibited the lowest average score 4.02 in comparison to all other things.

Academic institutions find preparing for accreditation to be a challenging process, and the long intervals between visits by accreditation agencies present comparable difficulties as nomadic knowledge management. Academic institutions may resort to ad hoc techniques instead of institutionalized processes due to the large number of required documentation, lengthy time gaps between accreditation inspections, and limited resources. Consequently, the focus on achieving accreditation becomes more prominent, overshadowing the primary purpose of enhancing academic procedures. Based on the data obtained from our investigation, we identified two significant observations. Initially, in both scientific departments, there was a little decrease in student satisfaction shortly following the accrediting year. Furthermore, while we saw a favorable influence on student performance in most of the courses, this effect was not evident in all programs, highlighting the necessity for continued and collaborative efforts from all parties involved. According to this discovery, it is evident that our hypothesis regarding the positive impact of accreditation on student performance is only faintly supported. Nevertheless, the potential of this link could be maximized if the advantages of certification were fully utilized in all endeavors focused on enhancing the educational standard. Hence, we suggest that in order to maintain these enhancements in quality, it is imperative to prioritize ongoing improvements rather than relying on a cyclical process that reaches its highest point only before accreditation visits.

To enhance student performance, it is necessary for all parties involved to work together. In order to create a model for ongoing improvement, we examined the requirements set by the NCAAA. Subsequently, we correlated our content analysis results with the most effective strategies outlined in the existing literature.

Consequently, we have established a model that documents the most effective methods for consistently enhancing the quality of academic institutions. The concept emphasizes the optimization of each standard to enhance student learning. At every level of an organization, ranging from the university to the college or faculty to the department, implementing a well-designed strategic management plan can assist in devising effective strategies. These strategies enable the institutions to take advantage of opportunities and minimize the impact of threats from the external environment. Additionally, the plan aids in developing unique strengths and addressing weaknesses. Data analytics and decision support software can provide precise and comprehensive insights into enterprises, enabling them to establish strategic aims that align with their vision, mission, and values.

Management assistance is an essential requirement for achieving high-quality work inside an organization. Within the realm of quality education, the implementation of university, college/faculty, and departmental councils can serve as a system of oversight and accountability, as well as a suitable platform for careful discussions. Similarly, establishing advisory boards that include representatives from industry, the community, academia, government, and other stakeholders could enhance the collaboration between industry and academics and reduce the skills gaps that students may face while seeking future employment. Given that teaching and learning are fundamental to educational institutions, it is necessary to develop academic programs that effectively combine theory and practical skills in order to equip graduates for both domestic and global employment opportunities. By implementing thorough protocols for initiating new programs and conducting regular evaluations of current programs with the active participation of all relevant parties, institutions may guarantee the maintenance of the utmost standard of academic excellence. It is important to clearly record the expected results of educational programs and individual modules, and to have effective procedures in place to measure and track student achievement. To achieve feedback for continuous development, it is advisable to utilize a range of direct and indirect measurement instruments. It is essential to frequently review these continuous improvement programs to verify that assessment results are effectively leading to improvements in quality. Providing learning management systems to students and staff members guarantees that the learning process is facilitated outside the classroom setting.

Since students have a vested interest in their education, it is critical to provide them with high-quality services that will enhance their learning and make them happier overall. To better assist students in keeping track of their registration, test, and security information, as well as to ensure that they receive timely services, we suggest creating specialized divisions for Student Affairs and Registration. The creation of advisory departments within schools to aid students with physical and social disabilities promotes inclusive learning and improves their academic performance. In order to mold students into responsible citizens, it is helpful to provide them with a written code of ethics and obligations. Academic institutions ought to develop a job placement center to facilitate the employment of their graduates, engage alumni in enhancing the quality of education, and secure financial support through endowment funds. The job placement rate is a crucial metric that determines the effectiveness of an academic program.

Communities can also rely heavily on educational institutions to help them make positive social changes. Researchers have shown that when instructors and students are recognized and rewarded for their efforts, it increases their incentive to participate in community service. Another benefit of creating a community support office on campus is that it allows all schools to record their community service projects in one place. In addition, this office can establish up interdisciplinary teams of various academic departments by advertising various volunteer opportunities. Universities should implement suitable policies to promote research activities, as research and innovation form the foundation of any academic institution. In order to generate research that can lead to social change, academic departments should work hand in hand with specialized research centers that concentrate on faculty strengths and national priorities. Creating a centralized department inside an academic institution might facilitate faculty collaboration in identifying appropriate research grants and the launch of various institutional research grant programs. The filing of patent applications based on research can also be centralized in such an office. Also, if you want to stay up-to-date on what's happening in academia and business, you can join a local chapter of a prominent academic

society. Finally, teachers and students are more motivated to continue producing high-quality work when they receive recognition for their publications.

In order to maintain the entire learning process focused, it is essential that faculty members, who are the key actors in an academic institution, be motivated. Documented recruitment and promotion processes are necessary to attract and maintain excellent faculty. The validity of the institution's hiring and promotion policies can be guaranteed by following these detailed protocols. So that faculty members are prepared to create an engaging learning environment for students, it is imperative that educational institutions provide ongoing professional development opportunities for them in their own fields of expertise and in other areas of education. Institutional resources must be provided in order for the operations to continue. Both monetary and material assets, such as buildings, labs, a reliable IT network, and ancillary equipment, are considered part of this. Every department should have a solid risk management strategy in place to deal with the ever-changing threats to their operations and the success of their institution as a whole.

To find out if there were significant differences in the degree of sustainable education quality improvement using academic accreditation in the KKU from the perspective of faculty members based on gender and academic ranking, the independent sample t-test and one-way analysis of variance were used.

Table 3. T- test

Variables	N	Mean	St.dev	df	t	Sig
Male	1124	3.79	0.42	1607	1.001	0.230
Female	485	3.76	0.45			

According to Table 3, the average rating given by males was 3.79, while females gave an average rating of 3.76. In addition, the Sig value for both gender groups is 0.230, indicating that gender does not significantly impact the extent to which academic accreditation improves the quality of sustainable education, as perceived by faculty members at KKU.

Table 4. ANOVA

Variable	Gropus	Sum of Squares	df	Mean Square	F	Sig
Academic ranking	Between groups	0.213	3	0.071	0.798	0.520
	Within groups	152.57	1606	0.095		
	Total	152.783	1609			

Table 4 shows that when looking at academic ranking, there were no differences between the groups. Academic ranking does not appear to have any statistically significant relationship with its effect on the extent to which academic accreditation improves the quality of education in the long run, as shown by the p-values of (0.520).

Conclusion

The main objective of this study was to investigate the degree of sustainable education quality improvement using academic accreditation in the KKU from the point of view of faculty members. The research findings indicate a using academic accreditation to sustainable education quality improvement in King Khaled University. Accreditation preparation is tough for academic institutions, and nomadic knowledge management is problematic because of the long periods between inspections by accreditation authorities. Because of the extensive paperwork, long periods between accreditation inspections, and

scarce resources, academic institutions may use ad hoc methods rather than established procedures. The major goal of improving academic procedures is thus overshadowed by the increasing emphasis on obtaining accreditation. We found two noteworthy findings based on the information we gathered during our inquiry. At first, student satisfaction in both science departments dropped slightly in the year after the accreditation year. It is important to note that not all programs showed a positive impact on student performance, even though this was true for the majority of courses. This highlights the need for ongoing and coordinated efforts from everyone concerned.

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