

Assessing the level of quality of the courses in the preparatory year at Imam Abdul Rahman bin Faisal University from the point of students in light of the requirement and standards of quality

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ABSTRACT

The study aimed to identify assess the quality of the courses in of the Deanship of the Preparatory Year and the supporting studies (DPYSS) at Imam Abdul Rahman bin Faisal University (IAU) from the point of view of students in light of the requirements and standards of quality. The study used a descriptive method. Toward measuring the quality level of the courses, the researcher designed a standardized scale of six criteria (Organize the course contents, teaching methods, assessment methods, learning resources, Improve skills, and support". The study was implemented on the DPYSS students within the academic year 2018/2019, on a sample of 839 Students "Male& Female" (89% of whole sample). The results showed that the level of quality of the Courses from the viewpoint of the students of the health track at the (DPYSS) was " high" in all dimensions of the designed scale in the Courses of chemistry and biology with average " 4.3 ", while acceptable in the course of physics, with an average of " 3.8 ", and also it showed that there are statistical significant differences (0.05) in the total dimensions of the quality level intended for chemistry and biology compared to physics, The results showed that there are statistical significant differences (0.05) attributed for gender in the total dimensions of the quality level intended for courses chemistry and physics for female students, Whereas, results showed that there is no statistical significant differences (0.05), attributed For the gender in the total dimensions of the quality level intended for course of biology.

Key words: Quality, Standards of quality, assessing courses.

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1. Introduction:

The quality of university education is the most important challenge facing education systems in all countries of the world, and evaluating the quality of courses and the level of academic performance and university teaching of faculty members is one of the most important pillars of the qualitative development of university education and university outcomes. One of the important aspects that should be focused on in the evaluation process is identifying strengths and weaknesses in the courses. Therefore, universities are keen on evaluating the academic process to improve the quality of education and compete for local and international accreditation (Al-Qahtani, 2015).

Student satisfaction with academic courses is an important indicator to measure the quality of education at the university (Zhuo, 2016), especially

since the academic courses are the main focus of the educational process through which the learning outcomes are planned to enable students to acquire it after their graduation. Students' adaptation to the curriculum is one of the important dimensions on which it was based on their ability to adapt to university life and thus academic adaptation (Yunus, 2012).

1.1. Statement of the Problem:

The development of university education represents the most prominent challenges facing universities and those in charge of these universities. Therefore, this issue occupies a high position and great concern among university administrators and faculty members. Preparatory year programs seek to achieve several goals, including helping students integrate and adapt to the university life environment, in addition to enabling students to

acquire the appropriate skills and information that qualify them to join academic programs.

The researcher noticed through his work as faculty member at preparatory year and a quality supervisor and reviewing the results of the students survey, that many students express the presence of some problems related to some courses, and the suffering of these students may appear in their talk about those problems, which have been observed in many Arab and foreign studies such as the study of Al-Banna and Al-Rabi (2006) which showed that the educational problems, in which the courses constitute a part of its items, have ranked second in the order out of the five dimensions that make up the study tool. The study of Al-Damiati (2010) confirmed that the academic problems related to the academic courses ranked first for female students. Hence, the current research problem was identified in the following main question:

What is the quality level of the courses in the preparatory year at Imam Abdul Rahman bin Faisal University from the students' point of view in light of the requirements and standards of quality assurance?

This main question is divided into the following sub-questions:

- 1- What is the quality level of the courses of "Chemistry - Biology - Physics" in the preparatory year at Imam Abdul Rahman bin Faisal University from the male and female students' point of view?
- 2- Are there statistically significant differences between the averages of the respondents of the study sample about the quality of the courses "Chemistry, Biology, and Physics" at DPYSS at Imam Abdul Rahman bin Faisal University due to the course variable?
- 3- Are there statistically significant differences between the averages of the respondents of the study sample about the quality of the courses "Chemistry - Biology - Physics" at DPYSS at Imam Abdul Rahman bin Faisal University, due to the variable of gender?

1.2. Research objectives:

The current study aims to:

1. identify the quality level of the courses of "Chemistry - Biology - Physics" in the preparatory year at IAU from the male and female students' point of view?

2. Disclose the differences between the means of the responses of the study sample about the quality of the courses "Chemistry - Biology - Physics" at DPYSS at Imam Abdul Rahman bin Faisal University, due to the difference in the course.

3. Disclose the differences between the means of the responses of the study sample about the quality of the courses "Chemistry - Biology - Physics" at DYPSS at Imam Abdul Rahman bin Faisal University due to the difference of gender.

1.3. The importance of the study:

The importance of the research is represented in the following:

1. This Study provides the requirements and standards for the National Center for Academic Accreditation and Assessment "NCAAA" to ensure the quality of the courses at DYPSS at Imam Abdul Rahman bin Faisal University.
2. Examining the degree of student satisfaction with the quality of the courses "Chemistry, Biology, and Physics" in the preparatory year at Imam Abdul Rahman bin Faisal University.
3. Providing decision-makers in the preparatory year with the results of the study to work on solving problems and weaknesses and working to increase and support strengths.
4. Providing recommendations and proposals to those in charge of the preparatory year deanship at Imam Abdul Rahman bin Faisal University according to the results of the study and the quality of the courses "Chemistry - Biology - Physics".

Study limitation:

Time limits: The study was implemented in the second semester of the academic year 2018/2019 corresponding to 1439/1440 AH.

Spatial limits: Deanship of Preparatory Year and Supportive Studies, Imam Abdul Rahman bin Faisal University.

Objective limits: The level of quality of the courses.

1.4. Definition of basic terms:

Quality standards: Quality standards specify the conditions, specifications and standard requirements for an object, work, or performance; So that these criteria describe the thing, work, or performance in the best and most complete manner under certain circumstances and contexts (Al-Naqa, 2007). It is also known as the criterion or frame of reference on which the realistic performance in terms of relevance or irrelevant to the determined references (Al-Sunbul, 2001)

Quality: The concept of higher education quality can be defined: "as the set of standards and

characteristics that should exist in all elements of the educational process in the university, whether they are related to inputs, processes or outputs that meet the needs and requirements of society, the desires and needs of learners, and are achieved through the effective use of all human and material elements in the university", (Al-Madhoun & Al-Mutal, 2006).

Quality, in this study, is meant as the degree of student satisfaction with the quality of the courses at DPYSS, which include: organizing the course content, teaching methods, learning resources, improving skills, evaluation methods, support and assistance.

2. Literature review

The quality standards in education focus on the specifications and conditions that should be accomplished in the education system, which is represented in the quality of management, the admission policy, and educational programs in terms of (objectives, methods of teaching, the system of evaluation and tests) and the quality of teachers, so that they lead to the outcomes characterized by the quality it works to meet the needs of stakeholders.

According to what was agreed upon at the UNESCO Conference on Education in Paris in October 1998, that quality in higher education is a multidimensional concept that should encompass all education functions and activities, such as courses, educational programs, scientific research, students, buildings, facilities, equipment's, the provision of services for the local community, and inner self-learning (Al-Hakim, 2014). The curriculum came as the first dimension of the dimensions that must be dealt with in the process of managing education quality, as defined by UNESCO, while the Committee for the Evaluation of the Elements of the British Educational Process, and the Supreme Council for the Evaluation of Education Quality at the Undergraduate Level in American Universities agreed on unified standards for evaluating the quality of education, which included six criteria: curriculum, scientific references, faculty members, evaluation method, administrative system, and material facilities (Sarayara & Al-Assaf, 2008). The guide for ensuring the quality of academic programs issued by the General Secretariat of the Association of Arab Universities specified ten criteria for evaluating the quality of the academic program, where the first goal was specified to the program's objectives and learning outcomes, and the second

was specified to the curriculum and subjects (Association of Arab Universities, 2017).

Setting standard levels for courses lead to reforming the educational process and achieving its standard quality (Mahmoud, 2005), as these standards present a common issue and a common goal in observing and evaluating students, and supporting teachers' positivity towards modern learning methods (Al-Bilawi, 2008)

The evaluation process is considered as one of the most important factors in enhancing the educational process (Ibrahim & Nelly, 2008). Students' evaluation of the quality of the courses is a means through which one can judge the quality and effectiveness of curricula and educational programs with their various elements, and then take appropriate procedures towards them (Al-Sheikhi, 2012).

Quality Standards of Courses

Education Evaluation Commission "NCAA" in the Kingdom of Saudi Arabia has identified several standards that must be taken into account for the quality of educational programs, these are some of the standards: Program management and quality assurance, Teaching and learning, Teaching staff, Learning resources, Facilities and equipment, (Education Evaluation Commission, 2018). The third standard, "Teaching and Learning", included three sub-standards: Graduate characteristics and learning outcomes, Curriculum and Teaching Quality and Student Assessment. The second sub-standard, "the curriculum" which included several criteria that the current study deals with, includes (Education Evaluation Commission, 2018): The curriculum takes into account the achievement of the program's objectives and educational outcomes, the lesson plan achieves a balance between general requirements and specialization requirements, and between theoretical and applied aspects, It takes into its account the succession and complementarity among academic courses, The curriculum includes an integrated classroom and extra-curricular activities, Teaching and learning strategies and evaluation methods used are in correspondence with the targeted learning outcomes at the program and course levels, Teaching and learning strategies are student-centred and encourage active learning, Teaching and learning strategies and evaluation methods in the program are varied, Curriculum ensure students' acquisition of higher-order thinking and self-learning skills and

the program gets ascertained about a unified applying of the study plan, program description, and courses presented in more than one place “male and female sections” (Education Evaluation Commission, 2018).

The third sub-standard, “Teaching Quality and Student Assessment”, included several criteria that the current study deals with, includes (Education Evaluation Commission, 2018): At the beginning of the teaching of each course, students are provided with comprehensive information about it, including learning outcomes, teaching and learning strategies, assessment methods, their scheduling, and what is expected out of them during studying the course. Courses are evaluated periodically to verify the effectiveness of teaching and learning strategies and evaluation methods. According to them, reports are submitted. The program applies clear and declared procedures to verify the quality and reliability of evaluation methods and to ensure the level of student achievement and it provided feedback to the students on their performance and evaluation results at a time to enable them to improve their performance. (Education Evaluation Commission, 2018)

Previous studies

The researcher surveyed several Arab and foreign studies related to the research topic, including the study that was conducted by Sherif and Hatem, (2017) which aimed to determine levels of satisfaction with the academic curricula of Tishreen University students according to the faculties to which they belong. The results of the study concluded that the average scores the results obtained by all colleges regarding the satisfaction of their students with the academic courses were within the "average" level of satisfaction. The results of the study also showed that there are differences in the satisfaction with the courses between males and females in favour of females and between students of applied and theoretical academic specialization in favour of students of theoretical academic specialization. The study of Nahla Muhammad and Hani Atef (2017). The study aimed to identify students' satisfaction with practical courses in higher institutes. The results of the study showed that there are noticeable deficiencies in 26 out of the 34 elements of the evaluation, which does not exceed 75% of student satisfaction. Zhou's (2016) study, which aimed to identify students and graduates' satisfaction with university curricula, by relying on a questionnaire to measure satisfaction with five areas of student satisfaction,

and these areas are: (the objectives of the curricula, the system and content of those curricula, implementation of those curricula, the sources of those curricula and the evaluation of those curricula). The study reached several results, including that the level of satisfaction of students in general with the curriculum is not high. Osama Ismail's study (2016) aimed to reveal the level and the general average of the students' assessment of the quality of the curricula in the Department of Curricula and Teaching Methods and to compare it with the general average of the students' assessment at Taibah University for the quality of the courses at the level of the departments of the colleges (Education, Arts and Humanities, and Sciences). The level of Taibah University, colleges, and academic programs from the students' point of view. The results of the study showed that the responses of male and female students agree to a relatively high degree on the quality of the courses they study at the university level, at the level of colleges, academic programs, and in the department of curricula and teaching methods.

Al-Ajrash (2013) evaluated the general teaching methods of courses regarding the quality standards of education. The researcher followed the descriptive approach to achieve the research objectives. The researcher prepared a questionnaire to evaluate the course of general teaching methods. He administered the questionnaire to the research sample and many members of teaching staff for the Social Science course, Arabic Language and General Sciences in the College of Basic Education at the University of Babylon. The researcher prepared a standard for the statements so that those who achieved an average of 4 met the quality standards, and the statements that achieved an average of less than 4 did not meet the quality standards, and through the results, no statement of the questionnaire met the standard Quality, where the average ranged from the highest to 3.89 and the lowest at 2.27.

2.1. Comments on Previous Studies:

Through the review of previous studies, the following can be elicited:

- Most of the previous studies tried to identify the quality of the curricula or courses, the educational process and some of its elements from the viewpoint of students and faculty members, and their different responses to some variables.
- Most of the previous studies used the descriptive method for its relevance to such studies.
- Most of the studies indicated that the level of satisfaction with the quality of the curriculum or

the educational process and some of its components varied between low, medium and high.

- The current study agrees with previous studies in defining the quality of curricula or "courses", the educational process and some of its elements for students, and it agrees with other studies on using the questionnaire as a tool for the study.

- The current study differs from previous studies in that it dealt with the preparatory year and the comparison between the quality of the academic courses in the preparatory year for male and female students and examining the differences between the average response of male and female students to each course, and in the place of study.

3. Methodology and field procedures:

The current research aims to assess the quality of the Courses at the DPYSS at Imam Abdul Rahman bin Faisal University from the students' point of view regarding the requirements and quality standards. The researcher used the descriptive approach due to its suitability to the nature of the study. Descriptive researches can survey and question all members of the research community or a large sample of them, to describe the phenomenon studied in terms of its nature and degree of presence (Al-Assaf, 1427, p. 191). It is the curriculum that seeks to reach to such findings that help in understanding the reality and its development, by

Table (1): Distribution of the study population and its sample

No	Course	The whole community			The Study Sample			The percentage of the study sample to the whole community	The percentage of the course sample to the study sample
		Male	Female	Total	Male	Female	Total		
1	Chemistry	425	513	938	359	480	839	89%	33.3%
2	Biology	425	513	938	357	477	834	89%	33.3%
3	Physics	425	513	938	356	477	833	89%	33.3%
Total		1275	1539	2814	1072	1434	2506	89%	100%

3.1. Research instrument

A questionnaire was administered to achieve the objectives of the study and to determine its results. The questionnaire included six dimensions which included 36 statements. The questionnaire was reviewed and reformulated for several statements and dimensions by reviewing the educational literature related to the study and the opinions of expertise. The questionnaire was presented in its initial form to several expertise. The questionnaire consisted of its initial form of (36)

describing what is there, as well as determining the nature of the prevailing circumstances, practices and trends and seeks to draw useful results that enrich the field of study (Obeidat, Abdel Haq & Adas, 2001, p. 245).

The researcher used the descriptive approach, as it is that method by which all members of the research community or a large sample of them are questioned, intending to describe the phenomenon in research (Al-Assaf, 1427 AH). The descriptive approach was used in answering the research questions related to identifying the level of quality Courses "Chemistry - Biology - Physics" in the preparatory year at Imam Abdulrahman bin Faisal University from the students' point of view regarding the requirements and quality standards and identifying the significance of differences in the answers of the research sample.

Research community: The study community consisted of male and female students of the health track at the DPYSS at Imam Abdul Rahman bin Faisal University, for the academic year 2018/2019 corresponding to 1439/1440 AH.

Research sample: The research tool was applied to the study population of male and female students of the health track at DPYSS at Imam Abdul Rahman bin Faisal University, for the academic year 2018/2019 corresponding to 1439/1440 AH, and the participation rate of male and female students reached (89%) of the study population. The study sample is as follows:

statements, distributed on "6" dimensions: First: Organizing the course content, included (9) statements. Second: Teaching methods, included (9) statements. Third: Learning resources, included (6) statements. Fourth: Improving skills, included (5). Fifth: Assessment methods, included (3) statements. Sixth: Support and assistance, included (4) statements. Each statement corresponds to five levels of response, each of which corresponds to a score according to the five-point Likert scale.

To ensure the validity of the questionnaire, it was presented to three faculty members who are specialized in curricula and teaching methods. The opinions of the judges were taken into account in terms of modifying, wording or deleting the

statement, some statements were modified according to the opinions of the arbitrators. The questionnaire consisted of its final form of (27) statements, and was divided into six dimensions as follows:

Table (2): The questionnaire dimensions and the number of statements

dimension	Number of statements:
First: Organizing the course content	6
Second: Teaching methods	6
Third: Learning Resources	4
Fourth: skills Enhancement	4
Fifth: Evaluation methods	3
Sixth: support and assistance	4

Ensuring the validity and reliability of the study tool

- The stability of the study tool

The reliability was calculated in three different ways: Alpha Cronbach, and split-half utilizing the Spearman-Brown Coefficient equation, and the internal coefficient of all statements of the questionnaire: the reliability coefficient of “alpha” was 0.95, and the split-half

was 0.89. These values indicate that the questionnaire had high reliability.

- Measuring the validity of internal consistency

The reliability of the internal consistency of the questionnaire was measured by finding the correlation coefficient between each statement of the questionnaire and the total degree of the axis to which it belongs, as shown in the following table:

Table (3): The correlation coefficient between each statement and the total degree of the dimension to which it belongs

statement	Correlation coefficient	statement	Correlation coefficient	statement	Correlation coefficient
1	0.66**	10	0.58**	19	0.68**
2	0.65**	11	0.84**	20	0.61**
3	0.55**	12	0.82**	21	0.84**
4	0.64**	13	0.88**	22	0.86**
5	0.66**	14	0.86**	23	0.87**
6	0.65**	15	0.84**	24	0.86**
7	0.84**	16	0.55**	25	0.87**
8	0.89**	17	0.7**	26	0.88**
9	0.84**	18	0.57**	27	0.84**

It is evident from table (3) that all the statements of the questionnaire are statistically significant with the total score for each axis at a significance level (0.01), which indicates that the tool is valid. The stability of the internal efficiency between the sub-dimensions and the total score of the

questionnaire was also verified by measuring the correlation coefficient between them. The reliability scales were all high, as it achieved a significant level of “0.01”, as shown in the following table:

Table (4): Stability of internal efficiency

dimension	Organizing the course content	Teaching method	Learning Resources	Improving skills	Evaluation methods	Support and assistance
Correlation value	0.93**	0.62**	0.84**	0.87**	0.79**	0.78**

Statistical analysis and processing

The researcher used the statistical ordinal model. Which aimed to measure the means of the level of quality of the courses, the dimensions related to it, and the statements that belong to them, as follows:

Very high quality	High quality	Acceptable quality	Low quality
$5 \geq \text{mean} \geq 4.5$	$4.5 > \text{average} \geq 4$	$4 > \text{average} \geq 3$	$3 > \text{average} \geq 1$

The researcher used the statistical software (SPSS) in analysing the study data and the responses of the questions, as follows:

- To answer the first question: the mean and standard deviations of the quality of the courses and the dimensions and statements belong to them were measured.
- To answer the second study question; One –way ANOVA was performed for each variable, followed by a Least Significance Difference “LSD” test.
- To answer the third question for the research, an independent sample t-test was used to find out the

significance of differences in the course according to gender.

4. Result and discussion

1. What is the quality level of the courses of "Chemistry - Biology - Physics" in the preparatory year at Imam Abdul Rahman bin Faisal University from the male and female students' point of view?

To answer the question, the means of the dimensions and statements of the survey were measured for the quality of the courses of the students of the health pathway at DPYSS at IAU, with the arrangement of the statements and dimensions according to the means.

Table (5): The means of the quality of the biology course from the students' point of view according to the dimension and statements of the questionnaire.

dimens ion	Statement	Students Male		Students Female	
		Mean	Rank	mean	Rank
First / Organizing course content		4.4587	10	4.3177	17
1	Clarifying the course outlines and expected learning outcomes	4.4790	8	4.4885	2
2	Announcing the study plan for the course via various means.	4.4454	12	4.1677	27
3	The lecture starts and ends on time	4.5378	3	4.3480	14
4	The course teacher presents the learning outcomes to be achieved in each lecture.	4.4370	13	4.1761	24
5	The course teacher is obligated to fulfil the study plan for the course	4.4314	15	4.3941	9
6	The course teacher clarifies the course's relationship with other courses in the program	4.4230	17	4.3333	16
Second /Teaching methods		4.4069	19	4.0924	29
7	The course teacher clearly explains the scientific material.	4.1849	34	3.6834	34
8	The course teacher uses a variety of teaching methods and techniques.	4.3501	25	3.9790	31
9	The course teacher takes into his/her account the individual differences between students.	4.2829	31	4.0692	30
10	The course teacher encourages students to ask questions during the lecture	4.5658	1	4.2327	21
11	The course teacher engages students in designing various educational activities and situations.	4.4958	7	4.1698	26

12	The course teacher interacts positively with students' comments and questions during the lecture	4.5630	2	4.4193	7
The third /Learning resources		4.4111	18	4.3391	15
13	The course teacher uses various technological means to enhance the learning process.	4.3165	28	4.1992	23
14	The course provides electronic references and resources to support the learning process.	4.3613	24	4.2662	18
15	The course teacher uses the available equipment to improve the educational process	4.4370	14	4.3543	13
16	The course teacher uses teaching aids such as audio and video.	4.5294	4	4.5367	1
The Fourth / Skill Enhancement		4.2913	30	4.0991	28
17	The course helped me to improve my ability to think and solve problems instead of just recalling information	4.2353	32	4.1761	25
18	The course provides the opportunity to design educational situations to develop thinking skills.	4.3333	26	3.9706	32
19	Encouraging open discussion to esteem students' efforts in thinking	4.3669	22	4.3564	12
20	Allowing sufficient time for thinking to increase opportunities for learning and thinking	4.2297	33	3.8931	33
The Fifth /Assessment Methods		4.4483	11	4.3700	11
21	The test questions are proportional to the expected learning outcomes of the course	4.5266	5	4.4444	6
22	Use a variety of methods to find out the extent to which the learning outcomes are achieved.	4.3193	27	4.2096	22
23	Give evaluation marks for assignments consistently and timely.	4.4986	6	4.4549	5
The Sixth /Support and assistance		4.3908	21	4.3978	8
24	The course teacher is obligated to attend office hours	4.4594	9	4.4864	3
25	The course teacher encourages me to do my best in doing my homework.	4.3641	23	4.3774	10
26	The course teacher provides support to students through the Learning Resource Center	4.4286	16	4.4654	4
27	Using the evaluation results to guide students to check the strengths and weaknesses of their performance	4.1838	4.3109	29	4.2621

It is evident from Table (5) that the quality of the biology course from the male and female students' point of view in the overall total was high with a

mean at " 4.4 "and" 4.3 "respectively, as it is clear from the table that the quality level in all sub-dimensions came with a high-quality rate, and their

ranking regarding students as follows: "Organizing course content" came first with mean at "4.46" with a high-quality level, and "Assessment methods" came in second place with mean at "4.45" with a high-quality level, then came to the dimension "Learning resources" and "teaching methods", "Support and assistance," and "Skill Enhancement" with a mean at "4.41", "4.4", "4.39" and "4.29" respectively, all of which are of high quality. As for the female students, as follows: "Support and assistance" came in first place with a mean at "4.39" at a high level of quality, and the topic of "Assessment methods" came in second place with a mean at "4.37" with a high level of quality, then came the themes "Learning Resources" and "Organizing Content The course, "Skill Enhancement", and "Teaching Methods" have the means of "4.33", "4.31", "4.2" and "4.1" respectively, and all of them are of high quality. As for the statements of each dimension, the quality level varied between very high and high, and their *Table (6) The means of the quality of the Chemistry course from the male and female students' point of view according to the dimension and statements of the questionnaire*

ranking for students was as follows: The statement "The course teacher encourages students to ask questions during the lecture," with a mean at 4.57, in the first place and a very high-quality level, followed by the statement "The course teacher interacts positively with the students' comments and questions during the lecture", with a mean at 4.56 in the second place and a very high-quality level, and the statement "the lecture begins and ends on time" with a mean at 4.54 in the third place and a very high-quality level. It ranks for female students as follows: The statement "The course teacher uses teaching aids such as audio and video." with a mean at "4.54" in the first place and a very high-quality level, followed by the statement "clarifying the outlines of the course and the expected learning outcomes" with a mean at "4.49" in the second place and the level of quality high. The statement "The course teacher is obligated to be present in office hours", with a mean at 4.44 in third place and a high-quality level.

dimensi on	Statement	Students Male		Students Female	
		Mean	Ran k	mean	Ran k
First / Organizing course content		4.285	13	4.4591	15
1	Clarifying the course outlines and expected learning outcomes	4.348	9	4.4667	13
2	Announcing the study plan for the course via various means.	4.181	23	4.5375	8
3	The lecture starts and ends on time	4.362	7	4.5750	4
4	The course teacher presents the learning outcomes to be achieved in each lecture.	4.278	15	4.5396	7
5	The course teacher is obligated to fulfil the study plan for the course	4.339	11	4.4521	16
6	The course teacher clarifies the course's relationship with other courses in the program	4.200	21	4.1854	27
Second / Teaching methods		4.239	19	4.5696	16
7	The course teacher clearly explains the scientific material.	4.181	24	4.5333	9
8	The course teacher uses a variety of teaching methods and techniques.	4.125	29	4.4625	14
9	The course teacher takes into his/her account the individual differences between students.	4.108	31	4.5063	11
10	The course teacher encourages students to ask questions during the lecture	4.390	4	4.6083	3

11	The course teacher engages students in designing various educational activities and situations.	4.2813	14	4.6313	2
12	The course teacher interacts positively with students' comments and questions during the lecture	4.3538	8	4.6771	1
The third / Learning resources		4.0279	33	4.0865	32
13	The course teacher uses various technological means to enhance the learning process.	4.1309	28	4.0521	34
14	The course provides electronic references and resources to support the learning process.	4.1671	26	4.1271	29
15	The course teacher uses the available equipment to improve the educational process	4.2535	16	4.1125	31
16	The course teacher uses teaching aids such as audio and video.	3.5599	34	4.0542	33
The Fourth / Skill Enhancement		4.1713	25	4.2781	25
17	The course helped me to improve my ability to think and solve problems instead of just recalling information	4.1142	30	4.1250	30
18	The course provides the opportunity to design educational situations to develop thinking skills.	4.1588	27	4.2854	24
19	Encouraging open discussion to esteem students' efforts in thinking	4.3426	10	4.3458	23
20	Allowing sufficient time for thinking to increase opportunities for learning and thinking	4.0696	32	4.3563	21
The Fifth / Assessment Methods		4.3235	12	4.3793	20
21	The test questions are proportional to the expected learning outcomes of the course	4.4847	2	4.5313	10
22	Use a variety of methods to find out the extent to which the learning outcomes are achieved.	4.2423	18	4.2563	26
23	Give evaluation marks for assignments consistently and timely.	4.2423	17	4.3500	22
The Sixth / Support and assistance		4.3663	6	4.4115	18
24	The course teacher is obligated to attend office hours	4.5014	1	4.5708	5
25	The course teacher encourages me to do my best in doing my homework.	4.3760	5	4.4167	17
26	The course teacher provides support to students through the Learning Resource Center	4.4039	3	4.5063	12
27	Using the evaluation results to guide students to check the strengths and weaknesses of their performance	4.1838	22	4.1521	28

Total	4.236 2	20	4.3856	19
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It is evident from Table (6) that the quality level of the chemistry course from the male and female students' point of view in the total was high with a mean at 4.2 and 4.4 respectively, as it is evident from the table that the quality level in all the sub-dimensions came with a high-quality percentage and its ranking was regarding students as follows: "Support and assistance " came first with a mean at "4.4" with a high-quality level, and " Assessment Methods " came in second place with a mean at "4.3" with a high-quality level, then came the dimensions of "Teaching Methods" and "Organizing Course Content", "Skill Enhancement" and "learning resources" with means at "4.3", "4.2", "4.1" and "4.03" respectively, and all of them are of high quality. As for the female students, their ranking was as follows: In the first place came "teaching methods" with a mean at "4.6" with a very high-quality level, and the "organizing course content" came in second place with a mean at "4.5" with a very high-quality level, then came the dimensions "support and assistance", and "Assessment Methods," "Skill Enhancement," and "Learning Resources" with means at "4.4", "4.37", "4.3" and "4.1" respectively, and all of them are of high quality. As

Table (7): The means of the quality of the Physics course from the male and female students' point of view according to the dimension and statements of the questionnaire.

dime nsion	statement	male students		Female students	
		mean	Rank	mean	Rank
First / Organizing course content		3.7231	23	4.0051	14
1	Clarifying the course outlines and expected learning outcomes	3.8230	14	3.8470	26
2	Announcing the study plan for the course via various means.	3.4831	33	3.9329	21
3	The lecture starts and ends on time	3.7837	18	4.4172	1
4	The course teacher presents the learning outcomes to be achieved in each lecture.	3.6208	27	3.9895	16
5	The course teacher is obligated to fulfil the study plan for the course	3.8567	11	3.9769	17
6	The course teacher clarifies the course's relationship with other courses in the program	3.7725	21	3.8679	24
Second / Teaching methods		3.6733	26	4.0901	10
7	The course teacher clearly explains the scientific material.	3.6208	28	3.9015	23
8	The course teacher uses a variety of teaching methods and techniques.	3.4326	34	3.8323	27

for the statements of each dimension, the quality level varied between very high and high, and their ranking for students was as follows: The statement "the course teacher is obligated to be present in office hours" with a mean at 4.5 in the first place and a very high-quality level, followed by the statement "The test questions are proportional to the expected learning outcomes of the course" with a mean at "4.5" in the second place and a very high-quality level, and the statement "The course teacher provides support to students through the Learning Resource Center" came with a mean at "4.4" in the third place and a high-quality level. Its ranking for the female students was as follows: The statement that states "The course teacher interact positively with students' comments and questions during the lecture," was with a mean at "4.7" in the first rank, with a very high-quality level, followed by the statement "The course teacher participates with students in designing various educational activities and situations" which was with a mean at "4.6" In second place and with high-quality standard. The statement "The course teacher encourages students to ask questions during the lecture," with a mean at "4.6", came in third place and a very high-quality standard.

9	The course teacher takes into his/her account the individual differences between students.	3.5365	32	4.1740	6
10	The course teacher encourages students to ask questions during the lecture	3.8118	16	4.1300	8
11	The course teacher engages students in designing various educational activities and situations.	3.8118	17	4.1132	9
12	The course teacher interacts positively with students' comments and questions during the lecture	3.7837	19	4.3899	2
The third / Learning resources		3.8146	15	3.7647	29
13	The course teacher uses various technological means to enhance the learning process.	3.8371	12	3.7170	30
14	The course provides electronic references and resources to support the learning process.	3.8680	10	3.8553	25
15	The course teacher uses the available equipment to improve the educational process	3.6152	29	3.8092	28
16	The course teacher uses teaching aids such as audio and video.	3.7746	20	3.6771	31
The Fourth / Skill Enhancement		3.7191	24	3.9099	22
17	The course helped me to improve my ability to think and solve problems instead of just recalling information	3.9073	6	3.5870	32
18	The course provides the opportunity to design educational situations to develop thinking skills.	3.8904	7	4.0126	13
19	Encouraging open discussion to esteem students' efforts in thinking	3.5815	30	3.9581	19
20	Allowing sufficient time for thinking to increase opportunities for learning and thinking	3.9093	5	4.0818	12
The Fifth / Assessment Methods		4	3	3.9992	15
21	The test questions are proportional to the expected learning outcomes of the course	3.7051	25	4.3459	3
22	Use a variety of methods to find out the extent to which the learning outcomes are achieved.	4.0225	2	3.4759	33
23	Give evaluation marks for assignments consistently and timely.	3.8701	9	4.1761	5
The Sixth / Support and assistance		4.0955	1	3.9392	20
24	The course teacher is obligated to attend office hours	3.8708	8	4.2662	4
25	The course teacher encourages me to do my best in doing my homework.	3.9607	4	4.0860	11
26	The course teacher provides support to students through the Learning Resource Center	3.5534	31	4.1677	7

27	Using the evaluation results to guide students to check the strengths and weaknesses of their performance	3.7710	22	3.2369	34
Total		3.8258	13	3.9640	18

It is evident from Table (7) that the quality level of the physics course from the students' "Male and Female" point of view in the total was acceptable with a mean at "3.8", "3.9" respectively, as it is clear from the table that the quality level in the sub-dimensions varied between a high and acceptable quality level. Its rank is according to students male viewpoints as follows: "Support and assistance" came in the first rank with a mean at "4.1" with a high-quality level, and the "Assessment Methods" dimension came in the second rank with a mean at "4.0" with a high-quality level, then came the dimensions "Learning Resources" and "Organizing Content The course, "Skills Enhancement" and "Teaching Methods" with means at of "3.8", "3.72", "3.71" and "3.7" respectively, and all of them are of acceptable quality standard. As for the female students, their ranking was as follows: In the first rank were "Teaching Methods" with a mean at "4.1" at a high level of quality, and in the second place came the topic "Organizing the Course Content" with a mean at "4.0" with a high-quality level, then came to the dimension "Evaluation Methods", and "Support and assistance", "Skills Enhancement", and "learning resources" with means at "3.99", "3.93", "3.9" and "3.7" respectively, and all of them are of acceptable quality. As for the statements of each dimension, the level of quality varied between very high and high, and their ranking for the male students was as follows: The statement which states "Using various methods to find out the extent to which learning outcomes were achieved" came with a mean at 4.02 in the first rank and with a high level of quality, followed by the statement "Allowing Enough time for thinking to increase learning and thinking opportunities, with mean at 3.9 in the second rank and an acceptable quality level. The statement "The course helped me improve my ability to think and solve problems instead of just recalling information" with a mean of 3.9 in the third rank and with an acceptable level. Its ranking for the female students was as follows: The statement "The lecture begins and ends on time" with a mean at "4.4" in the first rank and with a high level of quality, followed by the statement "The course teacher interacts positively with the students'

comments and questions during the lecture with a mean at 4.39 in the second rank and the level of quality high. The statement "The test questions are proportional to the expected learning outcomes of the course" with a mean at "4.3" in the third rank and with a high level of quality.

Through the previous results in Table (5, 6, 7), the researcher attributes the high level of quality of the courses at the Deanship of the preparatory year and the supporting studies in all the dimensions and statements of the quality level measure due to the continual following of the leaders of the Deanship and the departments to the standards and requirements of quality, as the preparatory year represents the first year of all programs in the university, therefore, the departments are always concerned with following quality standards, searching for best practices and applying them, and the courses belongs to the academic departments that manage the educational process in a way that achieves the highest quality standards, The Departments almost are attracted to distinguished experienced faculty members who are specialized in their field in addition to the efforts made by the university and the Deanship through the provision of training programs to improve teaching skills, the quality of course description and the use of modern technologies and methods in education. the Deanship has established in each of the preparatory year branches, a centre for learning resources and support. This center receives students all the time. Furthermore, the departments organize the presence of a faculty member within the Resource and Learning Support Center to provide support and assistance to students in all the courses they need. Also, each faculty member has office hours available to provide support to students.

2. Are there statistically significant differences between the means of the respondents of the study sample about the quality of the courses "Chemistry, Biology, Physics" at DPYSS at Imam Abdul Rahman bin Faisal University, due to the course variable?

To answer the second study question; One – way ANOVA test for each variable was performed, followed by a least significant difference "LSD" test.

Table No. (8): The results of the analysis of One-way variance (ANOVA) test to examine the effect of variable of different course on the quality level from the student's male point of view in the DPYSS

dimension	Students Male / Courses (Chemistry - Biology - Physics)						
	course	mean	Source of variance	Sum of squares	Degree s of freedo m	Mean squar es	(F)
First: Organizing the course content	Chemistr y	4.2851	Between Groups	105.400	2	52.700	93.95 **
	Biology	4.4587	Within Groups	599.866	1069	561	
	Physics	3.7231					
Second: Teaching methods	Chemistr y	4.2399	Between Groups	105.416	2	52.708	50.54 **
	Biology	4.4069	Within Groups	1114.818	1069	1.043	
	Physics	3.6733					
Third: Learning Resources	Chemistr y	4.0279	Between Groups	71.324	2	35.662	42.71* *
	Biology	4.4111	Within Groups	892.681	1069	835	
	Physics	3.7837					
Fourth: skills Enhancement	Chemistr y	4.1713	Between Groups	52.143	2	26.072	42.01 **
	Biology	4.2913	Within Groups	663.515	1069	621	
	Physics	3.7746					
The Fifth /Assessment Methods	Chemistr y	4.3235	Between Groups	56.757	2	28.378	25.45* *
	Biology	4.4483	Within Groups	1192.167	1069	1.115	
	Physics	3.9093					
Sixth: Support and assistance	Chemistr y	4.3663	Between Groups	61.567	2	30.784	27.74 **
	Biology	4.3908	Within Groups	1186.251	1069	1.110	
	Physics	3.8701					
Total	Chemistr y	4.2362	Between Groups	76.752	2	38,376	73.14 **
	Biology	4.4044	Within Groups	560.926	1069	.525	
	Physics	3.7710					

Table No. (8) shows there are

from the

statistically significant differences at the level of significance of "0.05", where the quality of the course is affected by the difference in the type of course from the point of view of students of the preparatory year by the health track in all aspects of the quality level scale and as a result of the presence of more than one course and to know the significance of the differences between the averages. The LSD test was used, as the results showed that there were statistically significant differences in the level of quality of the courses

students' point of view at level (0.05) in favor of chemistry and biology subjects compared to the physics course in all aspects of the course quality scale in addition to the overall score of the scale. The results show that there are statistically significant differences in the level of quality in the criteria for each of "organizing course content, teaching methods, learning resources, and improving skills" in addition to the overall score of the scale, all of which are in favor of the biology course compared to the chemistry course.

Table No. (8): The results of the analysis of One-way variance (ANOVA) test to examine the effect of variable of different course on the quality level from the student's female point of view in the DPYSS

Students Female / Courses (Chemistry - Biology - Physics)							
dimension	course	mean	Source of variance	Sum of squares	Degree s of freedom	Mean squares	(F)
First: Organizing the course content	Chemistry	4.4591	Between Groups	51.595	2	25.798	60.98**
	Biology	4.3177	Within Groups	605.417	1431	423.	
	Physics	4.0051					
Second: Teaching methods	Chemistry	4.5696	Between Groups	73.082	2	36.541	48.87 **
	Biology	4.0924	Within Groups	1069.975	1431	748.	
	Physics	4.0901					
Third: Learning Resources	Chemistry	4.0865	Between Groups	79.078	2	39.539	51.56 **
	Biology	4.3391	Within Groups	1097.273	1431	767	
	Physics	3.7647					
Fourth: skills Enhancement	Chemistry	4.2781	Between Groups	32.454	2	16.227	31.75 **
	Biology	4.0991	Within Groups	731.251	1431	511	
	Physics	3.9099					
Fifth: Assessment methods	Chemistry	4.3793	Between Groups	44.890	2	22.445	25.14 **
	Biology	4.3700	Within Groups	1277.443	1431	893	
	Physics	3.9992					
Sixth: Support and assistance	Chemistry	4.4115	Between Groups	69.008	2	34.504	42.6 **
	Biology	4.3978	Within Groups	1158.804	1431	810.	
	Physics	3.9392					
Total	Chemistry	4.3856	Between Groups	44.599	2	22.299	58.36 **
	Biology	4.2561	Within Groups	546.713	1431	382.	
	Physics	3.9640					

Table No. (9) shows that there are statistically significant differences at the level of significance of "0.05", where the quality of the course is affected by the difference in the type of course from the viewpoint of the preparatory year students in the health track in all aspects of the quality level scale and as a result of the presence of more than one course and to know the significance of the differences between the means. The LSD test was used, where the results showed that there were statistically significant differences in the level of quality of the courses from the viewpoint of the

students at a level of significance (0.05) in favour of the chemistry course compared to the physics course in all the standards of the course quality scale and the overall score of the scale, while there are significant differences Statistically in favour of the chemistry course compared to the biology course in the following criteria: "Organizing the course content, teaching methods, and improving skills" in addition to the total score of the scale. The results also show that there are statistically significant differences in the level of quality in the dimension for each of "organizing the course

content, learning resources, Enhancement skills, Assessment Method, support and assistance " in addition to the total score of the scale, all of which are in favour of the biology course compared to the physics course. A statistically significant difference in the quality level of the standard for "learning resources" in favor of the biology course compared to the chemistry course.

3. Are there statistically significant differences between the means of the respondents of the study sample about the quality of the courses "Chemistry - Biology - Physics" at DPYSS at

Imam Abdul Rahman bin Faisal University, due to the variable of gender?

In order to identify the difference in the means regarding the gender variable, the means and standard deviations of the male and female students' responses for each course were calculated separately on each of the dimension that made up the questionnaire. To find out the significance of the differences regarding to the gender variable, an independent sample t-test was used as it is shown in the following table:

Table No. (10): Results of (t-test) for examining the impact of the gender variable on the quality of courses from the students' point of view of the health track at the DPYSS			First: Organizing the course content	Second: Teaching methods	Third: Learning Resources	Fourth: skills Enhancement	Fifth: Assessment methods	Sixth: Support and Assistance	Total	
Chemistry course	Number of male students 359	mean	4.2851	4.2399	4.0279	4.1713	4.3235	4.3663	4.2	
		Standard deviation	0.6615	0.9484	0.8798	0.7320	0.9798	0.9294	0.65	
	Number of female Students 480	mean	4.4591	4.5696	4.0865	4.2781	4.3793	4.4115	4.38	
		Standard deviation	0.5109	0.6065	0.8169	0.6294	0.8328	0.7649	0.49	
	Degrees of freedom		837							
	T		15.872	75.410	576	6.953	8.048	7.822	20.2	
	Sig		.000	.000	.448	.009	.005	.005	.000	
Biology course	Number of male students 357	mean	4.459	4.407	4.411	4.291	4.448	4.391	4.4	
		Standard deviation	0.6258	0.8581	0.7579	0.6968	0.8799	0.9105	0.61	
	Number of female Students 477	mean	4.318	4.092	4.339	4.099	4.370	4.398	4.26	
		Standard deviation	0.6404	0.9765	0.7877	0.6912	0.9365	0.8710	0.61	
	Degrees of freedom		832							
	T		.709	9.972	.126	.081	1.937	1.481	.14	
	Sig		.004	.002	.723	.777	.164	.224	.71	
Physics course	Number of male students 356	mean	3.723	3.673	3.784	3.775	3.909	3.870	3.77	
		Standard deviation	0.9251	1.2226	1.0761	0.9175	1.2703	1.2803	0.88	
	mean		4.005	4.090	3.765	3.910	3.999	3.939	3.96	

	Number of female Students	477	Standard deviation	0.7740	0.9613	1.0066	0.8124	1.0530	1.0427	0.72
	Degrees of freedom	831								
	T	17.704	51.127	2.651	4.827	27.301	24.497	12.8		
	Sig	.000	.000	.104	.028	.000	.000	.000		

Table (10) shows that there are statistically significant differences in the quality of the chemistry course from the male and female students' point of view at a level of significance (0.05) in favor of female students in all the criteria for the course quality scale and the overall score of the scale except for the "learning resources" criterion, and it is clear that there is a statistically significant difference in the level of quality of the biology course from the male and female students' point of view, at a level of significance (0.05) in favor of students in the "teaching methods" dimension, while there are no statistically significant differences in the rest of the standards of the curriculum quality scale. Regarding the physics course, it is evident that there are statistically significant differences in the quality of the physics course from the male and female students' point of view at a significance level of (0.05) in favour of female students in all the dimensions of the curriculum quality scale and the overall score of the scale except for "Enhancement skills" dimension.

Recommendations

In light of the results obtained from the study, the researcher recommends the following:

- Evaluating the physics course to find out the reasons for the low quality of the course compared to other courses in the same track.
- Students' evaluation of the courses is an important factor to identify the strengths and the aspects that need much improvement in the course.
- The dire need to make use of the results of students' evaluation of the courses to support the strengths and work to improve the points that need improvement.
- Activate the improvement plan in light of the results of course evaluation and continuously follow its proceedings.
- Evaluating the courses from the faculty staff's point of view and comparing them with the evaluation of students.

- Benchmarking with other institutions to exchange best practices in the quality of courses and the educational process.

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