



The Influence of Academic Accreditation Criteria in Promote National Identification

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Abstract

This study seeks to investigate the impact of academic accreditation criteria on fostering students' sense of national identity. In order to accomplish the study objectives, the researcher employed a descriptive design and a quantitative technique, relying on the questionnaire as the primary tool for gathering study data. The study was conducted on a sample of 193 school principals in government secondary schools in the Asir region. The selection of participants was done randomly. The findings of this study indicated that government secondary schools in the Asir region exhibited a high level of adherence to school accreditation standards and the promotion of students' national identification. Furthermore, the findings of this study demonstrated that the implementation of school accrediting standards had an impact on enhancing students' national identification in government secondary schools in the Asir region.

Keywords: academic accreditation criteria, promote pupils' national identification, Saudi Arabia.

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Introduction

Accreditation plays a crucial role in ensuring that institutions meet society's many needs and that students acquire well-rounded information, skills, values, and attitudes. Rigorous quality systems and academic accreditation criteria have been introduced by the Saudi Arabian Ministry of Education and the Education and Training Evaluation Commission (SETAC) in an effort to enhance the educational process. All levels of education are expected to adhere to these norms (Almurayh et al., 2022). All of these requirements are in line with what the National Qualifications Framework (2021) has laid out in its comprehensive strategy for meeting the educational goals set out by the ETEC. Knowledge, skills, values, and the promotion of national identity are all part of the standards' aim to specify clear learning objectives (Kumar et al., 2020).

Particularly important in the development of national identity are religiously-themed courses and Arabic language classes, which are fundamental to who we are (Alshehri & Alrafayia, 2023). According to Hammad and Awed (2022), a large body of research has shown that studying inside the national framework strengthens national identity by encouraging the development of social skills, responsibility, and cooperation, all of which are necessary for academic certification. According to Youssef (2022), in this age of instantaneous worldwide communication, protecting national identities is of the utmost importance to society. Protecting national identity has recently been deemed a top priority in terms of national security. The Kingdom's Vision 2030 highlights the immense worth of its society, which embodies the cherished values and rich Islamic and Arab civilizational history (Kingdom's Vision 2030, 2017).

In order to ensure that universities play a significant role in strengthening national identity, the ETEC has instituted a number of regulations and guidelines. One of these is the Saudi Arabia Qualifications Framework (SAQF), which aims to incorporate more locally relevant elements into academic accreditation requirements for institutions and programs. Universities in the Kingdom are now able to design courses and learning outcomes that contribute to the larger objectives of higher education because to the Commission's thorough collection of regulations, forms, and indicators (Alareifi, 2024). Academic

accreditation, an essential part of rules governing higher education, requires the implementation of beneficial linguistic practices. These policies and the actions that support them have the potential to greatly impact how a nation's identity is formed and developed. A complex relationship exists between language policy and national identity, which Qazi (2020) emphasizes in his work by pointing out the significant association between the two domains. According to Qazi (2020), there is a robust and substantial link between national identity and language policy. In a similar vein Alshehri & Alrafayia (2023) argues that people can "shape" their cultural and national "identity" depending on the kind and content of literacy education they attain.

Academic accreditation is widely recognized for its importance in ensuring high-quality graduates and aligning their educational achievements with the nation's real needs, goals, and institutions. As a result, educational institutions gain the public's trust and put themselves in a position to compete, depending on the success of their graduates. A strong and excellent higher education system is indicated by learning outcomes that are both high-quality and well-aligned. The results provide a clear means of holding institutions accountable within the framework of quality assurance in higher education (Almurayh et al., 2022).

For the sake of this research, "national identity" refers to the unique qualities that make the Saudi Arabian Kingdom stand out from other countries (Qazi & Shah, 2019). Extending the scope of the ETEC's (and the National Center for Academic certification and Evaluation's) certification procedures in Saudi Arabia was the primary goal of this research. The goal of these endeavors is to evaluate the academic programs and overall performance of Saudi Arabia's higher education institutions to make sure that the graduates are prepared for the changing demands of society and the job market. Research has shown that teaching national values including honesty, openness, integrity, respect for authority, independence, public order, and respect for the law is crucial to fostering a sense of national pride (Alharbi, 2022). Within national frameworks, these values are now promoted as desired learning outcomes, with an emphasis on responsibility, teamwork, and social skills—all of which help develop a sense of national identity (Al-Shammari, 2023). Experts in academic quality and accreditation agree that these procedures are crucial to bettering university curricula and student outcomes, but there needs to be an impartial scientific study to fully investigate all the facets of this function. Therefore, the main focus of this study is to investigate how academic accreditation and its standards help Saudi universities foster students' national identity.

Research questions

In light of the preceding discussion, this study aims to examine the offered questions.

1. To what extent applying are the academic accreditation criteria in public schools in the Asir region from the point of view of school principals?
2. To what extent are the promote pupils' national identification in public schools in the Asir region from the point of view of school principals?
3. What is the role of academic accreditation criteria in promote pupils' national identification in public schools in the Asir region from the point of view of school principals?

Literature review

The concept of citizenship has a historical association with the emergence of city-states in ancient Greece and Rome. Initially, citizenship was primarily connected to the problem of residency. City residents are typically regarded as citizens, whilst individuals who live inside the city walls but are not residents are called subjects (Abdellatif, 2023). In contemporary discourse, the term "citizenship" is distinct from notions of loyalty, belonging, or identity. While the concept of citizenship encompasses these ideas implicitly, it is primarily rooted in the modern international framework that revolves around legal matters concerning an individual's nationality, their rights and obligations towards the state, the state's rights over the individual, as well as the principles of participation and social justice (Aljuhaish et al., 2020).

Citizenship has a crucial role in constructing a framework of human interactions that is characterized by tolerance, a sense of belonging, loyalty, and adherence to rules. Citizenship is a crucial means of cultivating

a virtuous individual within society (Samara, 2021). The objective is to cultivate a sense of self-esteem and self-respect, which can only be attained via the pride one feels for their country and the enhancement of its reputation. The citizen is the core of the nation, and the nation is the result of the citizen's efforts. Therefore, the significance of citizenship is in its ongoing capacity to enhance one's perception and emotion (Alzubi et al., 2023). Responsibility towards the nation, fostering a sense of attachment and pride in one's country, cultivating a fondness for the governing system and national values, promoting collaboration among members of society, and demonstrating reverence for the established rules and regulations of this community (AL-Issa et al., 2024).

Citizenship values are integral to society and encompass a range of values that signify a person's connection to their country, awareness of national, social, economic, and environmental issues, openness to diverse cultures, and possession of strong moral values and social responsibility towards oneself, the community, and the environment. According to Nasser (2019), it can be defined as conduct that is developed via learning and practical experience, and is demonstrated through a strong dedication to the state and its symbols, as well as active involvement in efforts to promote societal development. According to Alzuhair et al. (2022), citizenship values can be categorized into five areas: political, economic, cultural, aesthetic, and social. Alalwi (2021) also categorized citizenship ideals into four dimensions: national identification, system of rights, political and civil involvement, and social and cultural attachment. Shamim (2019) posits that there are specific factors that elucidate the manifestation of citizenship ideals. It comprises the emotional, legal, political, social, and economic aspects.

Enhancing and fortifying the principles of citizenship has emerged as a strategy to address the obstacles of the twenty-first century. The advancement of societies in the face of the challenges and advancements of the twenty-first century is achieved through the efforts of citizens (Alfurayh & Burns, 2020). Therefore, instilling the principles of citizenship in individuals is crucial for their active and impactful involvement in social, economic, and political development, benefiting both the individual and society as a whole (Masrukhin et al., 2021). Consequently, there has been a rise in modern societies' focus on citizenship education, capturing the interest of intellectuals and practitioners in the educational domain. This field is marked by variations in values and behavioral norms, escalating violence, deteriorating relationships, and complex interdependencies (Alzuhair et al., 2022).

Acquiring citizenship, similar to any other skill, necessitates learning. Learners must actively strive to become citizens, as citizenship is not acquired by chance. This is particularly important given the conflicting developments occurring in the world, such as the scientific and technical revolution, as well as advancements in communication and information technology (Abdellatif, 2023). Unfortunately, these advancements have also given rise to detrimental social issues that affect society as a whole. Citizenship education is no longer confined to a specific subject, but rather has become the responsibility of all academic subjects. This is stated in modern educational literature, which emphasizes that citizenship education should be approached through various methods, such as social learning (learning in, about, and for society) and experiential learning. This education occurs through the process of action, discovery, and collaboration. Diverse and interrelated methodologies: This learning occurs through the implementation of citizenship education, human rights education, cross-cultural education, and information education, with a particular emphasis on the imperative of cultivating citizenship ideals within academic curriculum (Aljuhaish et al., 2020).

Introducing learners to the concept of citizenship fosters their cultural and personal growth by cultivating values such as participation, tolerance, and equitable social interaction. It also enhances their ability to plan and implement actions, which is reflected in their behavior and daily lives (Samara, 2021). Therefore, values encompass the whole structure of societal conduct, social identity, and the level of social unity, serving as the foundation for social interaction among individuals spanning many generations. Citizenship values are acquired through engaging in educational activities that involve acceptance, assimilation, understanding, and knowledge of values and their significance. Additionally, there is a positive expectation of the importance of participation, responsibility, and adherence to civic values. These activities serve as a

means to shape the climate of citizenship and promote a sense of belonging in the school community (Alzubi et al., 2023).

School accreditation is essential because it allows the school to evaluate itself through self-analysis and by developing and supervising the school's improvement plan. The accreditation process allows educators to understand the educational achievements of the school (Al-Saadi, 2023). School accreditation is a separate entity that assesses the school's self-evaluation, verifies the veracity of its strengths, and improves areas that need improvement. School accreditation is the assessment and certification of an institution as a whole, based on certain criteria that evaluate the adequacy of its facilities and resources (Colisao, 2023). The assessment encompasses the staff members of the educational institution, the provision of academic and student support services, the curricula, the levels of student achievement, the academic faculty, and other components of the institution. School accreditation is a systematic evaluation of an educational institution's performance in terms of its management, academic programs, and resources, according to specific criteria (Ngoc et al., 2023).

The concept of school accreditation varies between countries due to the varying cultural and intellectual backgrounds of educators, as well as the differences in the aims, criteria, and roles of accreditation in different countries (Hasanah & Afriliandhi, 2023). Institution accreditation in the United States of America is a thorough process that includes self-evaluation and external assessment to ensure and improve the quality of education offered by the institution. School accreditation is essential because it acts as a catalyst for improving the educational process inside the school and offers assurance to the community about the quality of graduates from the institution (Adiyaman & Özmantar, 2023). The focus is on every aspect and component of the school, encompassing inputs, processes, and outcomes. School accreditation is a process employed to guarantee the attainment of a requisite level of quality, be it in academic programs or other domains. Accreditation is essential for guaranteeing the acknowledgment and simplifying the movement of students among different regional, national, and global educational institutions. Accreditation is categorized into the following classifications:

1. Institutional accreditation is the evaluation and approval of entire institutions based on certain criteria that determine the adequacy of their buildings and resources. This includes the school's faculty, the provision of academic and student support services, the educational programs, and the levels of student achievement in both academic and non-academic areas of the educational institution (Bougherira et al., 2024).
2. Programmatic accreditation refers to the assessment of specialized programs within an institution to verify their quality and appropriateness for the level of certification they offer (Fishman, 2024).
3. Professional accreditation is the recognition of the approved practices of a profession in society, based on the standards set by specialized bodies and organizations at the local, regional, or worldwide level. For instance, this could involve the requirement of acquiring a license in order to practice as a teacher (Duarte & Vardasca, 2023).

Accreditation is a process employed to ensure the high standard and reliability of anything. Alternatively, it can be seen as a comprehensive appraisal and continuous examination of the school (institutional accreditation) or its programs. Program accreditation is a process that evaluates and improves the quality of a program (Jemmy et al., 2023). The subject of educational reform methods has attracted considerable worldwide attention, with certain thinkers providing it meticulous deliberation. The advent of the standards movement in America in the latter half of the 20th century was the most momentous occurrence in the history of educational reform. This movement ushered in an era characterized by a focus on comprehensive quality, when educational reform and comprehensive quality were perceived as closely linked. In the 1990s, the standards movement became connected with two other important movements: comprehensive quality and educational accreditation. This created a complex and interconnected educational ideology with three dimensions. Standards have become the main method for achieving quality in educational institutions, and accreditation is the public acknowledgment of an institution's compliance with these standards. As a result, these three components became tightly intertwined to the point that they could not be separated from each other (Safrida et al., 2023).

School accreditation plays a vital part in improving the educational process. The objectives of this initiative include setting standards for internal evaluation in schools, ensuring that evaluated and accredited schools meet minimum conditions and specifications, promoting high levels of academic and educational performance, and providing transparent information to students and parents about certificate attainment (Al-Saudi & Asiri, 2021). The objective of this project is to maintain rigorous academic standards and offer precise information to society, its organizations, and official agencies regarding the effectiveness and scholarly caliber of educational institutions. The objective is to improve the effectiveness and productivity of educational institutions in order to benefit the community. This involves recognizing and developing the strengths of schools, addressing any weaknesses, and adopting suitable corrective measures. In order to guarantee the success of the school, it is crucial to define unambiguous and attainable objectives, allocate the required resources, and execute efficient strategies (Kafaji, 2020). It is beneficial to promote continuous evaluation in order to foster development and self-improvement. Promoting diversification, experimentation, and innovation within the established standards is equally crucial. Furthermore, it is crucial to have well-defined protocols for enhancing performance, and it is essential to invest public monies towards achieving the specified objectives in order to avoid any shortcomings in the quality of products and services (Maharma, 2020).

Accreditation is essential in scientific and social contexts because it ensures the quality of educational institutions, particularly public ones. Mohieldein (2023) emphasizes that it serves as a foundation for attaining comprehensive excellence in every part of the educational process, showcasing a variety of attributes. Furthermore, it acts as a catalyst to improve the overall educational process, instilling confidence in the community regarding the accomplishments of the graduates from this institution. Furthermore, it affirms and motivates the educational institution to develop a distinct character and identity, grounded in a set of essential criteria that guarantee a collectively accepted level of excellence (Al-Saadi, 2023). It emphasizes not just the final outcome of the educational process, but also all facets and elements of the educational institution, as well as improving and attaining the required level of quality in supporting educational institutions. Colisao (2023) delineated some fundamental characteristics of certification. Accreditation can be granted either to an entire school or to a particular study program. Furthermore, receiving accreditation from an international institution signifies official acknowledgment. Furthermore, accreditation entails a comprehensive assessment of the educational establishment, with a specific emphasis on results related to professional recognition, licensing, qualification, and the issuance of a high-quality certificate to the institution.

The National Qualifications Framework prioritizes the attainment of a wide range of learning outcomes that cover cognitive, values, and social components at every level of students' education. This emphasis demonstrates a dedication to promoting a sense of self and community belonging by avoiding and resolving different crises. Alshehri and Alrafayia (2023) provides a definition of national identity as a set of common attributes and qualities that differentiate a specific country from others, constituting the fundamental essence of its being and distinct personality. Similarly, according to Adıyaman and Özmantar (2023), it is defined as a social connection that possesses a unique cultural quality. An in-depth comprehension of the impact of national identity on individuals and society as a whole can be achieved by examining the theoretical framework of national identity, which encompasses psychological viewpoints and the importance of cultural cohesiveness. This foundation establishes a framework for analyzing the connection between national identity and the procedure of academic accreditation in higher education.

Previous studies

Al Jaser (2019) examined the degree to which English language courses in secondary schools contribute to the development of citizenship ideals among female students, as perceived by supervisors and teachers. The study employed the descriptive survey methodology and utilized a questionnaire as the primary instrument for data collection. The survey was administered to a group of 22 supervisors and 160 teachers, resulting in The study revealed that the primary values of citizenship in English language courses were ranked as follows: first, a sense of belonging; second, democracy; third, loyalty; and finally, the consensus

among supervisors and teachers regarding the role of English language courses in fostering citizenship values among female secondary school students.

Kiyak (2020) examined the extent to which teachers incorporate citizenship education into the English as a second language curriculum for intermediate level students. A mixed method approach was used, combining the descriptive analytical method to analyze the content of a sample of school curricula, and the descriptive survey method using a questionnaire to collect information. The study, conducted in the Cankaya district of Ankara, analyzed a sample of 85 teachers from 27 public schools. It found that the school curricula in this district incorporate the concepts of citizenship. However, only half of the teachers in the sample actually include these citizenship concepts in their educational practices.

Al Turki (2021) evaluated the quality of learning outcomes, teaching methods, and assessment strategies in the curricula of the Department of Curriculum and Instruction at Imam Mohammad bin Saud Islamic University. To accomplish this objective, the researcher employed a descriptive methodology by developing a thorough set of criteria to assess the quality of learning outcomes, instructional strategies, and evaluation procedures. The criteria were established according to the specifications outlined by The National Center of Academic Accreditation and Evaluation (NCAAA). The list consisted of 36 standards, which were categorized into three groups: 18 standards for specifying learning outcomes, 10 criteria for choosing instructional approaches, and 8 standards for deciding evaluation methods. A content analysis tool was developed to assess the degree to which these standards are evident in the course learning outcomes. The results suggest that the standards are mainly found in the first and second domains, with a modest amount of presence in the third domain, which is deemed satisfactory. The availability level in the three domains was moderate. In light of this, a suggested proposal was made to improve the advancement of learning outcomes, the choice of teaching strategies, and the identification of evaluation methods.

Alghamdi and Al-Bdour (2022) aimed to ascertain the impact of school curriculum on fostering citizenship values among intermediate school students, as perceived by teachers. Additionally, it sought to identify any variations in teachers' opinions regarding the role of school curriculum in promoting citizenship values, based on their years of teaching experience and academic specialization. The survey method was employed in this study, using a descriptive approach. A questionnaire was administered to a sample of 216 teachers, after ensuring its stability, validity, and suitability for the study. The findings revealed that teachers highly appreciate the role of the school curriculum in promoting citizenship values among intermediate school students. Furthermore, the school curriculum was found to have a significant impact on promoting citizenship values in three main areas: security and civil, social and cultural, and political and economic. These areas were ranked based on their arithmetic mean. The research also discovered that the viewpoint of intermediate school teachers on the role of school curriculum in promoting citizenship values among intermediate school students does not vary significantly based on the number of years of teaching experience. However, there are statistically significant differences in the role of school curriculum in promoting citizenship values among intermediate school students. From the perspective of teachers, there was no evidence in favor of any academic specialty among intermediate school pupils, as indicated by the lack of significant results in the Post Hoc test.

Al-Mutairi (2023) examined the feasibility of incorporating school accrediting standards into the general education institutions of Saudi Arabia. The areas of focus encompassed vision and mission, leadership and organization, school facilities, human resources, evaluation, and educational advancement. The poll also aimed to identify any significant discrepancies in perspectives among the participants based on their gender and academic specialization. The study utilized a descriptive survey design and involved educators from public secondary schools. The study established the feasibility of implementing school accreditation criteria in educational institutions. The study done in the Kingdom of Saudi Arabia found that there were no significant differences in the perspectives of male and female teachers regarding the practicality of applying school certification requirements. However, significant differences arose in the perspectives of male and female educators in the study group. The male and female teachers discussed the feasibility of including school accreditation standards that depend on the aspect of academic specialization.

Inconsistencies were seen in the evaluation standards for vision and mission, leadership and organization, school facilities, human resources, and educational improvement.

Alshehri and Alrafayia (2023) explored the complex connection between academic certification, its requirements, and the process of national identity transformation in Saudi universities. A descriptive survey methodology was utilized to send questionnaires to specialists in curricula, education fundamentals, and faculty members from different Saudi universities. Discoveries A careful examination indicated that academic certification standards play a key role in effectively fostering the national identity of highly educated students in Saudi universities. The articles explaining the National Qualifications Framework were particularly influential in promoting critical learning objectives such as responsibility, teamwork skills, and citizenship values, which are crucial for developing a national identity. Significance for further investigation and application. The findings reveal that academic accreditation systems play a crucial role in encouraging Saudi universities to strengthen national identity.

In their study, Wahira and Hamid (2023) investigated the influence of school accreditation on improving the quality of graduates and highlighted challenges in sustaining this quality. The study utilized a Literature Review methodology by comparing school accreditation data gathered from the accreditation documentation of numerous institutions. The literature study examined journal articles that focused on the effect of school accreditation on improving the quality of graduates in the top category. The study identified three primary problems that hinder this improvement: the lack of student screening, inadequate numeracy abilities, and insufficient teacher competency. Based on the results of the literature review, the author argues that accreditation is vital in improving the quality of graduates.

Method

In this study, the researcher used both descriptive and analytical techniques to examine the relationships between all of the independent and dependent variables. The researcher opted for a descriptive and analytical technique despite the availability of alternative study designs such as case studies, experimental designs, and comparative analyses.

Population and Sample Research

Data processing and the discovery of answers to research questions can be enhanced through the use of survey methods and experimental designs. Nevertheless, these endeavors could backfire if researchers choose the wrong subjects (Sekaran & Bougie, 2016). Therefore, evidence from people with the actual capacity to fix the aforementioned problems is essential for the research to have any value. Sampling, in its most basic definition, is picking a subset of a larger population to represent the whole. To learn more about a bigger population, researchers use samples, which are smaller subsets that are nevertheless typical of the whole (Creswell, 2012). The researcher surveyed 226 school principals in the Asir region, and the Morgan table confirmed that this was the right number of respondents. To choose the principals of these schools, we employed a process called simple random selection. Of the 226 surveys that were sent out, we managed to gather 198. The incomplete responses led us to reject five questionnaires. A total of 193 surveys were made available for review.

Research Instrument

After doing a comprehensive analysis of multiple prior research articles and the methodologies employed in these studies. The researcher devised a questionnaire to assess the viewpoints of school principals regarding the influence of academic accreditation requirements on fostering students' national identification in public secondary schools in the Asir region of Saudi Arabia. The final iteration of the instrument comprised three components. The introduction portion provided demographic information about the respondents, such as their gender, monthly income, and greatest level of schooling. The second component has 10 items that examine the academic accreditation criteria, while the third section comprises 10 things that analyze the promotion of pupils' national identification. The items chosen for this research are derived from the investigations carried out by Alghamdi and Al-Bdour (2022), as well as Alshehri and

Alrafayia (2023). The questionnaire items were evaluated using a Likert scale, which included a five-point continuum ranging from "1" (representing extremely low) to "5" (representing very high).

Instrument Validity

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

Instrument Reliability

Cronbach's alpha was employed to assess the level of consistency among the replies in the sample. Table 1 demonstrates that a threshold of 60% or more is regarded as a reliable measure of response accuracy (Saunders et al., 2016).

Table 1. Cronbach Alpha test

Variables	Values
Academic accreditation requirements	0.846
Promotion of pupils' national identification	0.827

According to Table 1, the variables are very consistent with one another, with internal consistency coefficient values ranging from 0.827 to 0.846. Results showed that all study instrument items were very internally consistent, with Cronbach's Alpha values greater than 0.60 for all instrument variables.

Data Analysis

The study utilized descriptive statistical approaches to collect comprehensive data on the characteristics, composition, and distribution of the study sample. The descriptive statistical methods used in the analysis comprised frequency distribution, percentages, and arithmetic mean estimates for each section of the questionnaire. Therefore, the items are classified according to their level of importance, as assessed by their averages. The standard deviation was used to evaluate the dispersion of replies from the arithmetic means of the several items on the questionnaire. A linear regression analysis was employed to ascertain the impact of the independent variable on the dependent variable.

Results and Discussion

An exploratory examination was performed on the characteristics of the participants based on the criteria of "gender, monthly income, and highest level of educational attainment." The majority of responders (63.7%) were males, while females accounted for 36.3%. Approximately 49.2 percent of the participants get a monthly salary ranging from 6,000 to 10,000 SAR. 38.9% have a monthly income ranging from eleven thousand to fifteen thousand SAR. 10.9% earn a monthly income exceeding fifteen thousand SAR. Ultimately, 1.0% of individuals received a monthly wage ranging from 1000 to 5,000 SAR. Table 2 displays the percentages of respondents' educational attainment as follows: 73.6% with a bachelor's degree, 22.3% with a master's degree, 3.1% with a PhD, and 1.0% with a diploma.

Table 2. The profile of respondent

Variables	Category	N	%
Gender	Male	123	63.7
	Female	70	36.3
Monthly income	1-5 thousand SAR	2	1.0
	6-10 thousand SAR	95	49.2

	11-15 thousand SAR	75	38.9
	More than 15 thousand SAR	21	10.9
Highest level of academic achievement	Diploma's degree	2	1.0
	Bachelor's degree	142	73.6
	Master's degree	43	22.3
	Ph. D's degree	6	3.1

To investigate the first and second study questions, we calculated the average and variability of how public school principals in the Asir region implement academic accreditation requirements and promote pupils' national identification.

Table 3. Means and standard deviation

N	Items	Mean s	St.devs	Result s
Academic accreditation requirements				
1	Employee participation in decision-making.	4.40	0.40	A
2	Communicate with trained individuals and institutions specialized in the field of quality.	4.05	0.48	A
3	Providing the school with a sufficient number of educational equipment.	3.85	0.49	A
4	Providing security and safety means within the school.	4.03	0.47	A
5	Having a clear vision for school accreditation.	4.20	0.46	A
6	Having a plan for continuous improvement in light of the results of self-evaluation	4.15	0.47	A
7	Adding developed curricula that serve the school accreditation application process.	4.30	0.44	A
8	Developing teaching-learning methods.	4.00	0.42	A
9	Evaluating school performance regularly.	4.15	0.43	A
10	Providing positive incentives for school staff.	4.26	0.45	A
Total		4.14	0.36	A
Promotion of pupils' national identification				
11	The schools promotes respect for legislation, regulations and laws	4.06	0.48	A
12	The schools promotes the preservation of public property	4.10	0.44	A
13	The schools promotes freedom of expression of opinion within permissible limits	4.36	0.41	A
14	The schools promotes moderation and non-extremism	3.95	0.49	A
15	The schools promotes respect for the privacy of others	3.92	0.45	A
16	The schools promotes awareness of the dangers of modern technologies and their moral and ethical implications	4.37	0.40	A

17	The approach promotes the public interest over personal interest	4.17	0.42	A
18	The schools enhances pride in the nation's achievements in various fields	4.23	0.43	A
19	The schools promotes adherence to national constants.	4.10	0.41	A
20	The schools enhances the presentation of Saudi culture to the world	4.04	0.45	A
Total		4.13	0.32	A

Table 3 indicates that the mean value of the school accrediting criteria was 4.14, with a standard deviation of 0.36. It can be inferred that school principals in the Asir region hold elevated standards for meeting academic accreditation criteria. The academic accreditation criteria with the highest mean value is item 1, which pertains to "Employee participation in decision-making" (4.40). Among the several options, item 3, which providing the school with a sufficient number of educational equipment, has the lowest value of 3.85.

This result can be attributed to the schools' commitment to meeting accreditation standards by adopting the Saudi curriculum and addressing the educational needs of the pupils. The teacher utilises a variety of classroom activities to enrich the curriculum, ensuring that the activities and technology are focused on the learning process. This strategy addresses the distinct requirements of learners in various age groups and educational levels. These schools distinguish themselves and ensure consistency compared to others by achieving excellence in their educational performance. In addition, schools must comply with the Ministry of Education's directives for the implementation of the Saudi curriculum within a certain timeline. The administration is accountable for ensuring compliance with these instructions and overseeing the director's continuous supervision of educational performance. The study sample's estimates suggest that the school principal's competencies, professional and technical capabilities, and personal abilities are responsible for this result. These encompass the ability to modify the educational setting and instructional techniques, understanding of students' overall developmental aspects, proficiency in evaluating students' psychological and academic traits, and the aptitude to comprehend the diverse factors that impact students' development and learning. This is accomplished by utilising various strategies to engage with pupils and taking into account their unique characteristics, thereby improving the capacity to build meaningful connections with students, educators, and their families. The school principal plays a vital role in assuring the provision of good education for students. In addition, the principal, in their role as a resident supervisor, also carries out administrative duties to improve the instructional process. This result is consistent with the findings of Al-Mutairi (2023), Alshehri and Alrafayia (2023), while Wahira and Hamid (2023) present opposing evidence.

Furthermore, Table 3 indicated that the promotion of pupils' national identification had an average value of 3.90 and a standard deviation of 0.66. According to a school principal in the Asir region, the promotion of students' national identification is highly prioritized. The item that has the highest average value in promoting children's national identification is item 13, which states, "The schools promotes freedom of expression of opinion within permissible limits" (4.36). One of the items with the lowest mean values is item 15, which states that The schools promotes respect for the privacy of others with a mean value of 3.92. The researchers ascribe this outcome to the significance of national identity as a fundamental and crucial foundation in the educational process, since its function rests in constructing the Saudi individual, honing their character, and striving to instill in them a deep affection for their homeland. National identity encompasses a range of information, skills, beliefs, and attitudes that contribute to the formation of an individual's citizenship and guide their behaviour. In addition to guiding students towards their country, it fosters a collaborative mindset, a passion for work, adherence to their rights and responsibilities, and a stronger feeling of national identity through its subject matter. This can also be attributed to the school's practice of fostering a democratic environment, where students are motivated to work together and actively participate in the election of student leaders and administrative committees. The strategy of Saudi schools focuses on promoting democratic practices, such as performing voting processes within the school.

This prepares pupils for future participation in political life in the Kingdom of Saudi Arabia. The school stage is a crucial period for preparing and cultivating the student's character, equipping them with a cognitive, conceptual, and value-oriented framework that empowers them to embrace citizenship and its objectives. This result is consistent with the findings of Al Jaser (2019), Kiyak (2020), Alghamdi and Al-Bdour (2022), and Alshehri and Alrafayia (2023) present opposing evidence.

In order to address the third research question, the study employed a single regression analysis to examine the influence of academic accreditation requirements on the promotion of students' national identification in public schools within the Asir region, as perceived by school administrators.

Table 4. Single regression

The influence	(R)	(R²)	(B)	F	(Sig)
The influence of academic accreditation requirements on the promotion of students' national identification	0.768	0.631	0.764	410.230	0.000

The results indicated that the correlation coefficient had a value of 0.768, while the coefficient of determination had a value of 0.631. This suggests that 63.1% of the variation in students' national identification can be explained by changes in the application of school accreditation standards. Additionally, the degree of influence had a value of 0.764, indicating that an increase in the application of school accreditation standards leads to a corresponding increase in the promotion of students' national identification by 76.4%. The importance of this role is validated by the calculated (F) value, which equaled 410.230, indicating significance at the significance level of 0.05 or lower.

These research findings highlight the crucial significance of academic accreditation in enhancing the educational process in universities, resulting in the general advancement of students' national identification. Academic certification is an essential process for achieving high standards of quality in education, both at a local and worldwide level. The results of this study are consistent with the research carried out by Alshehri and Alrafayia (2023), which highlights the importance of accreditation in guaranteeing educational quality and fostering students' national identification. Accreditation is crucial in instilling confidence among the state, society, and stakeholders in academic programs, institutional-level standards for schools, and other services and activities offered by the institution.

Conclusion

The results of this study provide evidence that school accreditation improves the ability to foster students' national identification at government secondary schools in the Asir region, as perceived by school principals. Most school administrators who responded to the survey stated that schools show their dedication to satisfying accreditation standards by implementing the Saudi curriculum and addressing the educational requirements of their students. Academic accreditation improves the educational process in universities, leading to overall progress in students' national identification. The significance of certification lies in its ability to ensure the quality of education and promote students' sense of national identity. Accreditation plays a vital role in fostering trust among the government, community, and individuals involved in academic programs, institutional standards for schools, and other services and activities provided by the institution.

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