



The Significance of School Accreditation in Enhancing the Caliber of Graduates

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Abstract

This study aims to examine the role of school accreditation in improving the caliber of graduates based on education and training evaluation commission accreditation standards. To achieve the study objectives, the researcher used the descriptive design and quantitative approach, depending on the questionnaire as the main instrument for collecting study data. The study was applied to a sample consisting of (211) school principals in government secondary schools in the Asir region, who were selected randomly. The results of this study showed that the level of applying of school accreditation standers and caliber of graduates in government secondary schools in the Asir region were high. Also, the results of this study showed that the applying of school accreditation standers effect on the caliber of graduates in government secondary schools in the Asir region.

Keywords: School Accreditation, Caliber of graduates, Saudi Arabia.

Received: 10 May 2024 **Revised:** 11 June 2024 **Accepted:** 29 June 2024

Introduction

In order to deal with this reality and these data easily and smoothly, new ideas, methods, and skills were required. This could only be accomplished through an educational system that keeps up with the present while also anticipating the future. The world has undergone a number of changes and transformations related to the international, regional, and local framework where new data and variables have surfaced (Al-Maliki, 2019). From this perspective, the significance and requirement of restructuring educational institutions and overseeing them in every part of their educational system have become apparent, through the use of assessment and evaluation methods that strive to attain excellence in the educational process. This can be accomplished by establishing authoritative academic entities that oversee the process of monitoring educational institutions, with the objective of attaining an educational standard that aligns with the purpose and foundation of these institutions (Al-Mutairi, 2023).

School accreditation is seen crucial since it enables the school to assess itself through rigorous self-examination, the creation and oversight of a school improvement plan, and adherence to established and validated standards. The accrediting procedure enables educators and beneficiaries to comprehend the school's educational outcomes and study programs, which are focused on student achievement (Al-Saudi & Asiri, 2021). This includes analyzing the school's mission and vision and developing strategies. School accreditation is a distinct organization that evaluates the school's self-assessment, confirms its merits, and emphasizes areas that require development. School accreditation is a fundamental process for evaluating the effectiveness of educational institutions and guaranteeing the excellence of their outcomes (Kafaji, 2020). School accreditation necessitates the implementation of evaluation and quality assurance procedures and systems, which ultimately result in the attainment of high quality standards and subsequent certification. Several nations, including the United States, Singapore, and South Africa, have made significant endeavors in this domain. They have successfully devised school accrediting frameworks

that have led to notable improvements in the performance of these educational institutions (Maharma, 2020).

The implementation of accreditation standards has started to be introduced in the field of education worldwide, including in the Arab world. This is happening in the context of globalization and the increasing competition based on global standards (Yas et al., 2024). Accreditation standards have emerged as a new catalyst for reforming the school system, focusing on aspects such as teacher quality, curriculum content, and school administration. In American schools, the accreditation process is conducted through Non-governmental organizations conduct evaluations based on particular criteria to determine whether a school meets the requirements for accreditation (Kayyali, 2023).

The Arab Organization for Quality Assurance in Education was founded in 2007 to align with the worldwide movement towards educational accreditation. It operates as an autonomous non-profit organization within the League of Arab States, with the main objective of enhancing the standard of education in the Arab world (Maharma, 2020). The organization's mission, vision, and goals center around making significant contributions to enhancing the quality of education and delivering high-quality education services and accreditation in line with international standards. These standards have been developed in collaboration with specialized international organizations and experts in the Arab region (Al-Saudi & Asiri, 2021). The criteria encompass several elements of pedagogy and scholarship, student body, operational effectiveness, resources, communication, innovation, and exceptional performance. These standards are evaluated using over one hundred indicators. The organization has collaborated with several educational institutions to attain exemplary educational standards (Kumar et al., 2020).

There is a wide variation in the quality of schools both nationally and globally. The quality of students who graduate from these schools greatly depends on the educational offerings provided by each institution, as well as the knowledge, skills, and values instilled in them (Wahira & Hamid, 2023). The diversity in the quality of cognitive and academic outcomes in schools in Saudi Arabia can be attributed to the absence of a standardized system that serves as a benchmark for measuring excellence. Ensuring the quality of educational services is crucial. It is essential to closely monitor the procedures involved in delivering these services and establish a system for evaluating schools. The results of these evaluations should be made public, enabling parents to make informed decisions and differentiate between the offerings of different schools. Additionally, this feedback mechanism allows school administrators to identify areas of strength to reinforce and weaknesses to address (Jaboob et al., 2023).

Implementing a quality system and utilizing school accreditation is the method by which educational systems can stay up-to-date with the demands of the present and future, and effectively address problems and challenges. It is a powerful and influential tool for guaranteeing the quality of the educational process and highlighting the importance of consistency in the processes of growth and ongoing improvement. It is one of the most prominent methods of evaluation and measurement and is essential for ensuring the accomplishment of objectives or levels of achievement (Mohieldein, 2023). This study was conducted to look into the impact of school accreditation on the quality of educational outcomes in Asir schools in the Kingdom of Saudi Arabia because of the stark differences in outcome between schools and the paucity of research that looked at school accreditation requirements.

Research questions

The aim of this research is to analyze the provided questions in relation to the previous discussion.

- What is the degree of application of school accreditation standards to government secondary schools in the Asir region from the point of view of school principals?
- What is the degree of quality of education outcomes in public secondary schools in the Asir region from the point of view of school principals?
- What is the impact of applying school accreditation standards on educational outcomes in government secondary schools in the Asir region from the point of view of school principals?

Literature review

School accreditation is crucial as it enables the school to assess itself through self-examination and by creating and overseeing the school's enhancement strategy. The accreditation method enables educators to comprehend the school's educational outcomes (Al-Saadi, 2023). School accreditation is a distinct organization that evaluates the school's self-assessment, confirms the accuracy of its strengths, and enhances the areas that require enhancement. School accreditation refers to the process of evaluating and certifying the institution as a whole, based on particular criteria that assess the sufficiency of its facilities and resources (Colisao, 2023). The scope of assessment includes the personnel of the educational institution, the delivery of academic and student support services, the curricula, the levels of student accomplishment, the academic faculty, and other constituents of the institution. School accreditation is a process that evaluates the effectiveness of an educational institution in terms of its administration, academics, and resources, based on specific requirements (Ngoc et al., 2023).

The definition of school accreditation differs among countries due to the diverse cultural and intellectual backgrounds of educators, as well as the variations in the objectives, criteria, and functions of accreditation throughout different countries (Hasanah & Afriliandhi, 2023). School accreditation in the United States of America is a comprehensive procedure that involves self-evaluation and external assessment to guarantee and enhance the quality of education provided by the school. School accreditation is crucial as it serves as a motivating factor for enhancing the educational process inside the school and provides reassurance to the community regarding the caliber of graduates from the institution (Adiyaman & Özmantar, 2023). It focuses on all facets and constituents of the school, including inputs, processes, and outputs. School accreditation is a method used to ensure that the necessary level of quality is achieved, whether in academic programs or other areas. Accreditation is crucial for ensuring mutual recognition and facilitating the mobility of students across various regional, national, and worldwide educational institutions. Accreditation is classified as follows:

- Institutional accreditation: The process of accrediting institutions in their entirety based on certain criteria that assess the suitability of buildings and resources. This encompasses the staff members of the school, the delivery of academic and student support services, the educational programs, and the levels of student success in both the academic body and other aspects of the educational institution (Bougherira et al., 2024).
- Programmatic accreditation: Specialized program accreditation refers to the evaluation of programs inside an institution to confirm their quality and suitability for the level of certification they provide (Fishman, 2024).
- Professional accreditation: This refers to the acknowledgment of the methods of practicing a profession within society, taking into account the guidelines established by specialized entities and organizations at the local, regional, or global level. For example, this may include the necessity of obtaining a license to work as a teacher (Duarte & Vardasca, 2023).

There are multiple perspectives on the various types of school accreditation, which can be categorized into three sorts: general accreditation for the institution, specialized or programmatic accreditation, and professional certification. The distinctions between these types stem from the specific functions and roles that each form of accreditation fulfills (Saravanan et al., 2024). Some individuals categorize it into two sections: general or institutional accreditation, and specialized professional accreditation. Alternatively, some individuals opt for a combination of specialized school accreditation and specialized accreditation, resulting in two primary categories: institutional accreditation and professional accreditation. Institutional accreditation standards pertain to the overall accreditation of an educational institution. This sort of accreditation signifies that the school has successfully fulfilled all the requirements and criteria for assessing its performance in a complete manner. Professional accreditation standards pertain to the acknowledgment of individuals' competence and qualifications (Sofyan & Nugraha, 2023).

The interest in standards emerged in 1983, following the publishing of the book "A Nation in Peril" by the Department of Education in Washington. This marked the initial phase of reform. Subsequent evidence demonstrated that standards have significant potential to enhance learners' performance, particularly due to their implementation of rigorous graduation requirements (Sumaryanti & Purwanto, 2023). Research

suggests that the implementation of standards ensures achievement, superiority, and effectiveness in education. Additionally, they showcase learners' aptitudes and enhance the caliber of education by ensuring that each student is granted their entitlement to benefit from educational opportunities. When the curriculum is based on explicit standards, it enhances the effectiveness of educational programs and enables them to establish their priorities. Standards serve as a shared framework and objective that educators, parents, and the local community strive to attain (Tanjung et al., 2023). They facilitate the establishment of precise and specific criteria for assessing the academic achievements of students and educational institutions. These criteria can serve as a means of holding institutions accountable for their performance. The standards define the desired level of performance and quality and assess the adequacy of learners' performance when they demonstrate the specified skills and knowledge (Astuti et al., 2023).

Accreditation is a method used to guarantee the quality of something. Instead, it can be regarded as a form of thorough assessment and ongoing evaluation of the school (institutional accreditation) or programs. Program accreditation is an evaluative mechanism designed to verify and enhance quality (Jemmy et al., 2023). The topic of learning reform procedures has garnered significant global attention, with certain intellectuals giving it careful consideration. The emergence of the standards movement in America during the second half of the twentieth century was the most significant event in the history of education reform. This movement led to the era of comprehensive quality, where educational reform and comprehensive quality were seen as interconnected. The standards movement was associated with two other significant movements: comprehensive quality and educational accreditation, resulting in an interlinked, three-dimensional educational ideology in the 1990s. Standards emerged as the primary means to attain quality in educational institutions, with accreditation serving as the official recognition of an institution's adherence to these standards. Consequently, these three components became intricately interconnected to the extent that they became inseparable (Safrida et al., 2023).

Hence, the inclusion of the school accreditation and quality assurance system in educational institutions has become an essential component of the ongoing assessment and advancement of all aspects of educational science (Al-Maliki, 2019). Therefore, it is necessary for basic education schools to have a comprehensive system of standardized criteria and methods for assessing performance in alignment with both national and international norms. The objective is to enhance performance in all facets of the educational process, resulting in graduates who possess strong competitive competencies (Al-Mutairi, 2023).

The role of school accreditation is crucial in enhancing the educational process. Its objectives encompass various aspects, such as establishing standards for internal evaluation within schools, guaranteeing the minimum conditions and specifications in the evaluated and accredited schools, ensuring a high level of academic and educational performance, and providing students and parents with transparent information regarding the attainment of certificates (Al-Saudi & Asiri, 2021). The purpose of this initiative is to uphold high academic standards and provide accurate information to society, its institutions, and official bodies regarding the efficiency and scientific level of educational institutions. It aims to serve the community by enhancing the efficiency and performance of its educational institutions, identifying and enhancing positive aspects of schools, addressing any negative aspects, and implementing appropriate remedial programs. To ensure the school's success, it is important to establish clear and achievable goals, provide the necessary resources, and implement effective strategies (Kafaji, 2020). Continuous evaluation should be encouraged to promote development and self-growth. It is also important to foster diversification, experimentation, and innovation within the agreed-upon standards. Additionally, proper procedures for improvement should be in place, and public funds should be allocated towards the established goals to prevent any deficiencies in products and services (Maharma, 2020).

The significance of school accreditation is apparent from the objectives it aims to accomplish. School accreditation is a process used both locally and globally to ensure that educational institutions meet quality standards. It involves evaluating the services offered to students and society (Yas et al., 2024). Kumar et al. (2020) emphasized the significance of accreditation. School accreditation promotes excellence in educational institutions by establishing universal criteria and guidelines for assessing the quality of

education and fostering continuous improvement and growth. The significance of school accreditation is apparent in attaining quantitative objectives, as highlighted by Wahira and Hamid (2023), which encompasses enhancing school performance in all educational facets, with a focus on meeting school accreditation criteria. School reform involves the school's capacity to assess itself, identify areas for improvement, meet the quality standards set by the Educational Accreditation Commission, and instill confidence in the local community that their children are receiving a high-quality education. It also aims to provide the necessary components to prepare the next generation and foster community engagement. The school aims to benefit both parents and local businessmen by enhancing kids' performance in cognitive, emotional, social, and skill domains (Jaboob et al., 2023).

Accreditation is necessary in both scientific and social contexts due to its compatibility with ensuring quality in educational institutions, especially public ones. It possesses a range of characteristics, as highlighted by Mohieldein (2023), including its role as a starting point for achieving overall quality in all aspects of the educational process. It also serves as a motivation to enhance the overall educational process, providing reassurance to the community about the graduates of this institution. Additionally, it confirms and encourages the educational institution to establish a unique personality and identity, based on a set of fundamental standards that ensure a mutually agreed upon level of quality (Al-Saadi, 2023). It focuses not only on the end result of the educational process, but also on all aspects and components of the educational institution, as well as on enhancing and achieving the necessary degree of quality in supporting educational institutions. Colisao (2023) outlined several key features of accreditation. Firstly, accreditation can occur either at the institutional level or at the level of a specific study program. Secondly, accreditation from an international institution carries official recognition. Thirdly, accreditation involves a thorough evaluation of the educational institution, focusing on specific outcomes in the professional field such as recognition, licensing, qualification, and the awarding of a quality certificate to the institution.

In 2011, the Bureau of Education for the Arab Gulf States established fourteen standards for school accreditation. These standards cover various aspects such as the school's mission, values, and goals, effective educational leadership, human resources, teaching and learning processes, evaluation of student learning and performance improvement, curriculum, education for individuals with special needs, guidance services, learner affairs, and infrastructure. The areas of focus include education facilities, library services, educational materials, health and safety measures, student support, community engagement, financial management, and strategic planning for educational excellence and ongoing progress.

Previous studies

Hakim and Suharto (2019) examined the significance of accreditation in enhancing the caliber of education. Accreditation can enhance the quality of schools by addressing multiple factors, such as content standards, process standards, graduate competency standards, standards for educators and staff, buildings and infrastructure standards, management standards, funding standards, and assessment standards. One of the challenging benchmarks to meet is the 2012 graduate competency level, which required a minimum score of 65.10%. This fact highlights the inadequate proficiency of students. The methodology employed is a comprehensive literature analysis, involving the gathering of research findings from both national and international sources, including articles and journals published between 2008 and 2018. According to gathered journals, publications, and research results, it has been shown that the implementation of national education standards in Indonesia has a favorable impact on the quality development of education. According to data from the National School/Madrasah Accreditation Body, the number of authorized education units increased each year, reaching 21,137 in 2012, which accounted for almost 65% of the total education units. The impact of accreditation on enhancing the quality of education is significant, as it encompasses several educational institutions that offer educational services to the community.

Al-Abdi and Al-Soudi (2021) assessed the implementation of self-evaluation and quality assurance procedures in public education institutions in the Republic of Yemen. Additionally, it aims to evaluate the performance of a specific school, the Mother of the Believers Aisha for Girls, and identify its strengths and weaknesses. Next, provide key areas for enhancing the institutional performance of the school based on the

findings of the self-assessment. The study employed a descriptive analytical method. Additionally, it utilized a hybrid design research approach, allowing for the utilization of both quantitative and qualitative methodologies for data collection and analysis. The researchers utilized two instruments: The initial one was a compilation of quality criteria and benchmarks created by the General Administration for Quality and School Accreditation at the Yemeni Ministry of Education for the year 2019. The second tool utilized in this study was data collection models developed by the two researchers. A total of 26 respondents took part in the self-evaluation process, with 13 respondents from within the school and 13 respondents from outside the school. Additionally, several interviews were conducted to assess the institutional performance based on quality standards. The self-assessment findings indicate that Umm Al-Muminin Aisha School in Amran Governorate, Yemen achieved an overall institutional performance level of 50.9%, which is classified as middling. By excluding general education schools, it hinders the delivery of excellent education that fulfills the societal expectations placed on the educational system. The results uncovered numerous strengths and flaws in the institutional functioning of the school when it comes to standards and metrics.

Al Turki (2021) assessed the caliber of learning achievements, instructional approaches, and assessment techniques in the curricula of the Department of Curriculum and Instruction at Imam Mohammad bin Saud Islamic University. In order to achieve this goal, the researcher utilized a descriptive approach by creating a comprehensive set of criteria for the quality of learning outcomes, instructional tactics, and methods of evaluation. These criteria were based on the requirements set by The National Center of Academic Accreditation and Evaluation (NCAAA). The list comprised a total of 36 standards, divided into three categories: 18 standards for defining learning outcomes, 10 standards for selecting instructional methodologies, and 8 standards for determining evaluation methods. A content analysis form was created to evaluate the extent to which these standards are present in the course learning outcomes. The findings indicate that the standards are predominantly present in the first and second domains, with a moderate level of presence in the third domain, which is considered acceptable. The level of availability in the three domains was moderate. Considering this, a proposed recommendation was put forward to enhance the development of learning outcomes, the selection of teaching methodologies, and the determination of evaluation methods.

Wahira and Hamid (2023) explored the impact of school accreditation on enhancing the caliber of graduates and identified obstacles in maintaining the caliber of graduates. The study employed a Literature Review methodology by juxtaposing school accreditation data extracted from the accreditation documentation of multiple institutions. According to a literature study analyzing journal articles on the impact of school accreditation on enhancing the caliber of graduates in the highest category, the main limiting factors are the absence of student screening, inadequate numeracy skills, and insufficient teacher competence. According to the findings of the literature research, the author asserts that accreditation plays a crucial role in enhancing the caliber of graduates.

Al-Mutairi (2023) investigated the practicality of including school accrediting criteria in Saudi Arabia's general education schools. The areas of concentration included vision and mission, leadership and organization, school facilities, human resources, evaluation, and educational enhancement. The survey also sought to determine any notable disparities in viewpoints among the participants depending on their gender and academic focus. The study employed a descriptive survey methodology and included educators from public secondary schools. The study determined that it is feasible to apply school accrediting criteria in educational institutions. The study conducted in the Kingdom of Saudi Arabia revealed that there were no notable disparities in the viewpoints of male and female teachers about the feasibility of implementing school accreditation criteria. Nevertheless, notable disparities emerged in the viewpoints of male and female educators within the study cohort. The male and female teachers deliberated on the viability of incorporating school accreditation criteria that are contingent upon the factor of academic specialty. Discrepancies were noted in the assessment criteria for vision and mission, leadership and organization, school facilities, human resources, and educational enhancement.

Method

The researcher employed a descriptive and analytical approach in the present study to investigate the correlation among all the variables. Among the different scientific approaches for research, including the experimental method, case studies, and the comparative method, the researcher explicitly opted for the descriptive and analytical method.

Population and Sample Research

Experimental designs and surveys are valuable tools for collecting data to examine and address research challenges. Nevertheless, if the selection of the study population is not done effectively, it can have negative consequences instead of positive ones (Sekaran & Bougie, 2016). Therefore, if data is not collected from individuals who have the capacity to suggest precise ways to tackle the mentioned problems, the research would lack importance. Sampling involves selecting individuals who best represent the population. A sample refers to a smaller, representative group that is chosen by the researcher to study and make inferences about the larger target population (Creswell, 2012).

The researcher performed a survey of 226 school principals in the Asir region, which was determined to be the proper sample size according to the Morgan table. The school principals were chosen through a process known as simple random selection. Of the 226 questionnaires that were distributed, 215 were returned. The 4 questions were rejected due to respondents providing incomplete responses. A total of 211 questionnaires were available for examination.

Research Instrument

After performing a thorough study of several previous research articles and the methodology used in these investigations. The researcher developed a questionnaire to evaluate the school principals' perspectives on the influence of implementing school accrediting criteria on educational outcomes in government secondary schools in the Asir region.

The final iteration of the instrument comprised three components. The initial portion provided introduction information about the respondents, such as their gender, monthly salary, and greatest degree of education. The second section comprises 12 items that evaluate the adherence to school accrediting criteria, while the third section comprises 10 items that evaluate the educational achievements in government secondary schools in the Asir region. The selection of items in this research is derived from the studies conducted by Hakim and Suharto (2019), Al-Abdi and Al-Soudi (2021), and Al-Mutairi (2023). The questionnaire items were evaluated using a Likert scale, which included a five-point range from "1" (representing very low) to "5" (representing very high).

Instrument Validity

A cohort of 10 education scholars from a Saudi university's faculty were given a research tool to assess its language formulation, scientific precision, and clarity. The objective of this evaluation was to ascertain the authenticity and accuracy of the instrument. All the items have been approved, with slight revisions made to the wording based on the comments supplied by the experts.

Instrument Reliability

The internal consistency of the sample's responses was evaluated using Cronbach's alpha. According to Saunders et al. (2016), a threshold of 60% or more is considered a dependable benchmark for the correctness of the responses, as shown in table 1.

Table 1. Cronbach Alpha test

Variables	Values
School accrediting criteria	0.835
Educational outcomes	0.844

Table 1 demonstrates that the variables had internal consistency coefficient values of 0.835 and 0.844, indicating a significant level of consistency. A Cronbach Alpha score of 0.60 indicates a substantial degree of internal consistency among the variables in the study instrument.

Data Analysis

The study employed descriptive statistical methods to gather overall information about the characteristics, composition, and distribution of the study sample. The descriptive statistical methods employed included frequency distribution, percentages, and arithmetic mean calculations for each paragraph of the questionnaire. Hence, the items are categorized based on their level of significance as determined by their averages. The standard deviation was employed to assess the spread of responses from the arithmetic means of the different items on the questionnaire. A simple regression analysis was used to determine the influence of the independent variable on the dependent variable.

Table 2. Interpreted Means

Means	Degree
1.00-2.33	low
2.34-3.67	Moderate
3.68-5.00	High

Results and Discussion

The respondents' profile was analyzed descriptively with regards to their "gender, monthly income, and highest level of educational degree." The majority of respondents, 53.1%, were male, while 46.9% were female. With respect to monthly income, 46.9% of the participants receive a salary beyond 15 thousand SAR per month, 26.1% earn a salary ranging between 11-15 thousand SAR per month, 17.5% earn a salary ranging between 6-10 thousand SAR per month, and 9.5% earn a salary ranging between 1-5 thousand SAR per month. According to the numbers in Table 2, the majority of respondents, specifically 53.6%, have a bachelor's degree. Additionally, 28.9% have a master's degree, 9.9% have a Ph.D., and 7.6% have a diploma.

Table 3. The profile of respondent

Variables	Category	N	%
Gender	Male	112	53.1
	Female	99	46.9
Monthly income	1-5 thousand SAR	20	9.5
	6-10 thousand SAR	37	17.5
	11-15 thousand SAR	55	26.1
	More than 15 thousand SAR	99	46.9
Highest level of academic achievement	Diploma's degree	16	7.6
	Bachelor's degree	113	53.6
	Master's degree	61	28.9
	Ph. D's degree	21	9.9

The researcher addressed the first and second research questions by examining the school accreditation and the caliber of graduates through the use of mean values and standard deviations.

Table 4. Means and standard deviation

N	Items	Means	St.devs	Results
School accrediting criteria				
5	Employee participation in decision-making.	4.66	0.85	High
7	Communicate with trained individuals and institutions specialized in the field of quality.	4.12	0.95	High
4	Providing the school with a sufficient number of educational equipment.	4.09	0.91	High
1	Providing security and safety means within the school.	4.05	0.85	High
2	Having a clear vision for school accreditation.	4.02	0.90	High
6	Having a plan for continuous improvement in light of the results of self-evaluation	3.97	0.91	High
3	Adding developed curricula that serve the school accreditation application process.	3.92	0.88	High
10	Developing teaching-learning methods.	3.91	0.87	High
12	Evaluating school performance regularly.	3.87	0.95	High
8	Providing positive incentives for school staff.	3.77	0.90	High
11	Establish specifications that suit students with special needs.	3.75	0.90	High
9	Providing the opportunity for local community institutions to support school projects and educational programs.	3.70	0.86	High
Total		3.99	0.69	High
caliber of graduates				
4	The school promotes the values of excellence and competitiveness in educational institutions	4.05	0.94	High
3	The school establishes the principle of community participation for civil society organizations and associations interested in education to participate in oversight and support the quality climate.	4.02	1.00	High
5	Spreading a culture of quality in the school and society as a whole	3.99	0.92	High
6	The school operates on the basis of approved quality assurance systems	3.97	0.85	High
8	The school works to improve the level of services provided to students	3.92	0.84	High
2	The satisfaction of community institutions with the school's performance is measured and evaluated periodically and continuously.	3.87	0.87	High
1	The school has extensive knowledge of the needs of community institutions in terms of the quality and competence of graduates	3.84	0.89	High
10	The school works to develop its teaching staff, especially those newly serving	3.81	0.90	High

9	The school works to enhance the quality of the curricula and educational programs provided.	3.78	1.05	High
7	Cooperating with the academic and professional community in establishing a system of standards and measurement methods that are compatible with international standards.	3.74	0.95	High
Total		3.90	0.66	High

According to Table 4, the school accrediting criteria had a mean value of (3.99) and a standard deviation of (0.69). This indicates that school principals in the Asir region have high expectations for the school accrediting criteria. The item with the greatest mean value among the community partnership areas is item 5, which reads, "Employee participation in decision-making" (4.66). While among the means, item 9, "Providing the opportunity for local community institutions to support school projects and educational programs" has the lowest value (3.70).

This outcome can be ascribed to the schools' dedication to accrediting criteria by implementing the Saudi curriculum and addressing the educational requirements of the students. The teacher employs a range of classroom activities to enhance the curriculum, ensuring that the activities and technology are centered around the process of learning. This approach caters to the specific needs of learners across different age groups and educational levels. To attain excellence in their educational outcomes, which sets these schools apart and ensures consistency compared to other schools. Furthermore, schools are required to adhere to the Ministry of Education's instructions regarding the implementation of the Saudi curriculum within a specified timeframe. The administration is responsible for ensuring that the educational body follows these instructions and monitors the director's ongoing supervision of educational performance.

This result can also be attributed, based on the study sample's estimates, to the school principal's competencies, professional and technical skills, and personal abilities. These include the capacity to adapt the educational environment and teaching methods, knowledge of students' general natural growth aspects, the ability to assess students' psychological and academic characteristics, and the skill to understand the various influences on students' growth and learning. This is achieved through employing diverse approaches in interacting with students and considering their individual differences, ultimately enhancing the ability to establish positive relationships with students, teachers, and their families. The school principal plays a crucial role in ensuring effective education for pupils. Additionally, as a resident supervisor, the principal also fulfills administrative responsibilities to enhance the educational process. This finding agrees with that of Hakim and Suharto (2019), Al-Mutairi (2023), and Wahira and Hamid (2023) contradict this finding.

Also, Table 4 demonstrated that the educational outcomes had a mean value of (3.90) and a standard deviation of (0.66). From a school principal in the Asir region, this indicates that the educational outcomes are of a high caliber. The item with the highest mean value in the educational outcomes is item 4, which reads, "The school promotes the values of excellence and competitiveness in educational institutions" (4.05). Among the items with the lowest means values is item 7, which claims that it "Cooperating with the academic and professional community in establishing a system of standards and measurement methods that are compatible with international standards" (3.90).

The caliber of graduates is determined by the school's capabilities and constraints, particularly in terms of implementing and governing annual programs, as well as managing learning assistance and supervision while taking into account environmental and local factors. Specifically, in order to enhance the caliber of graduates, it is imperative for the school to engage in collaborative efforts with parents and school committees throughout the planning phase. Additionally, the school should extend the duration of learning hours and ensure the provision of adequate facilities and infrastructure to facilitate effective learning. The organization of quality improvement management for graduates is seen through the allocation of teaching responsibilities among teachers. The enhancement of graduation quality includes the provision of state-of-

the-art facilities and infrastructure, as well as learning resources that facilitate the learning process. These resources include educational tools that adhere to the Education Unit Level Curriculum. This finding agrees with that of Hakim and Suharto (2019) and Al-Abdi and Al-Soudi (2021) contradict this finding.

To answer the third study question, the study used single regression test to analyze the impact of applying school accreditation standards on educational outcomes in government secondary schools in the Asir region from the point of view of school principals.

Table 5. Single regression test results

The relationship	(R)	(R ²)	(B)	F	(Sig)
The impact of applying school accreditation standards on educational outcomes	0.759	0.576	0.752	390.684	0.000

The results showed that the value of the correlation coefficient was (0.759), and the value of the coefficient of determination was (0.576), meaning that the value of (0.576) of the change in the applying school accreditation standards represents the achievement of educational outcomes, and the value of the degree of influence was (0.752), which means that the increase in the applying school accreditation standards leads to an increase in the educational outcomes by a value of (0.752). The significance of this role is confirmed by the calculated (F) value, which amounted to (390.684), which is significant at the significance level (0.05≥a).

After analyzing the impact of accreditation and reviewing the document review results, it may be stated that the institution has achieved the performance level required for accreditation in the graduate quality component. One of the noted elements in the graduate quality component is the reference to the accreditation instrument. Adherence to rules and regulations regarding attendance in school, during class, and in extracurricular activities, Adherence to dress code regulations, Adherence to regulations for behavior within various indoor spaces such as classrooms, workshops, labs, libraries, houses of worship, and canteens, as well as outdoor areas like sports fields, parks, parking lots, and yards, and other regulations concerning activities such as smoking, cellphone usage, and makeup application, The code of conduct and enforcement includes provisions regarding rights, obligations, incentives, and penalties, such as a points system. Books documenting student tardiness, student truancy, and dress code violations were confiscated. Documentation pertaining to teachers and education staff that includes information about student disciplinary actions, a class journal that records student absenteeism statistics and tracks the subjects attended by students. This finding agrees with that of Al-Abdi and Al-Soudi (2021) and Wahira and Hamid (2023) contradict this finding.

Conclusion

The findings of this study offer substantiation for the notion that school accreditation enhances the caliber of graduates in government secondary schools in the Asir region, as perceived by school principals. The majority of school principals who completed the questionnaire indicated that schools demonstrate their commitment to meeting accreditation standards by adopting the Saudi curriculum and addressing the educational needs of their pupils. The instructor utilizes 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 unique requirements of learners in various age groups and educational levels. The school principal's proficiencies, professional expertise, and personal aptitudes. 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 aptitude in comprehending the diverse factors that impact students' development and learning.

Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP2/71/45).

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