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Article

An Institutional Perspective of Quality Assurance and Accreditation of Jordanian and Malaysian University Program: A Comparative Study

Anas Ratib Alsoud
AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research
a.alsoud@ammanu.edu.jo
ORCID: https://orcid.org/0000-0002-1410-8843

Ahmad Samed AL-Adwan
AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research
a.adwan@ammanu.edu.jo

Junainah Abd Hamid
Management and Science University
junainah@msu.edu.my
ORCID: https://orcid.org/0000-0003-3078-6123

Ali Khatibi*
Management and Science University
alik@msu.edu.my
ORCID: https://orcid.org/0000-0002-2531-7720

Husam Yaseen
AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research
yaseen.h@ammanu.edu.jo

Sakinah mohd shukri
Management and Science University
sakinahshukri@msu.edu.my
ORCID: https://orcid.org/0000-0002-9100-014X

Abstract

Quality assurance and accreditation are essential for universities to survive in a global market that values researchers. The current article focuses on determining the impact of institutional determinants on quality assurance and certification in Jordanian and Malaysian institutions. The recent article utilises primary data acquired via survey questionnaires from respondents. The present study used smart-PLS to explore item validity, variable reliability, and variable linkage utilising path analysis. The results showed a favourable correlation between quality assurance and accreditation in Jordanian and Malaysian universities. This article guides legislators in setting regulations for quality assurance and certification of university programmes.

Keywords

Learning assessment, research consultancy and extension, infrastructure and learning resources, student support and progression, quality assurance and accreditation

Correspondence to Ali Khatibi, Management and Science University, alik@msu.edu.my,

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Quality is viewed as a cross-cutting issue affecting several internal and external stakeholders. The existence of a Quality Assurance system fosters accountability. It clarifies the roles and responsibilities of higher education providers, local governments, investors, future employers, and students, among others, in ensuring the high quality of study programmes and associated supporting infrastructure (Hughes & Diaz-Granados, 2018). It considers the processes for administering and supporting student education and the effectiveness of resource depletion in guiding the institution toward growth and well-being. Accreditation is a form of the external quality assurance process. An external body, frequently referred to as an accrediting agency, analyses educational institutions' operations and services to determine whether established educational criteria are met (Eaton, 2018). Accreditation is both a designation and a procedure. Accreditation signals to the public that an institution or programme satisfies the accrediting agency's quality standards. Accreditation is a procedure that demonstrates that to be recognised by the accrediting body, an institution must commit to self-study and external review to not only meet but also consistently seek ways to improve the quality of education and training provided (Stura et al., 2019).

Quality assurance and accreditation (QAA) are critical for postsecondary institutions. It contributes to advancing educational standards and promoting excellence, establishes mechanisms for sustainable self-assessment and continuous development, enhances institutional reputation by encouraging public accountability, and supports financial aid. Because QAA fosters rivalry among educational institutions and rates them according to their conformity or dedication to established criteria, educational institutions make various attempts to meet the standards and achieve QAA (A. Y. C. Hou et al., 2018). These efforts or fights result in advancements in several facets of education, from administration to instruction. Infrastructure and learning resources (ILR), teacher learning assessment (TLA), research consultancy and extension (RCE), student support and progression (SSP), and organisation and management are all examples of institutional initiatives to achieve QAA (OM). Maintaining a high standard of ILR enhances and supports a high-quality teaching and learning environment promotes a sense of security for both teachers and students, and moves the institution closer to achieving QAA (Salto, 2018). The organisation of teachers' learning and assessment of their learning capacity enables the institution to create an effective learning environment for students, which is one of the fundamental goals of an educational institution, according to the QAA agency. Thus the agency is satisfied with the institution (Quyen, 2019). The institutional emphasis on RCE benefits management, teaching staff, and students by encouraging them to be more creative, solve problems and improve their performance, all of which contribute to the achievement of QAA (Nguyen, 2019). One of the characteristics given by the QAA agency for the most significant educational institution is that it should play an active part in helping and advancing their students, making necessary arrangements and assisting them. Similarly, in OM, organisational structure, resource organisation, and administration of educational and institutional features and areas contribute to institutional effectiveness and achieve QAA (Chu & Westerheijden, 2018).

The current study evaluates the effects of institutional education initiatives such as ILR, TLA, RCE, SSP, and OM on achieving QAA with university programmes in Malaysia and Jordan's education sectors. Malaysian universities are developing. The University of Malaya, the oldest of these, was founded in 1962 and now ranks 13th on Asia's finest universities (A. Y.-C. Hou et al., 2018). Five other Malaysian universities are among the world's top 100 universities, including Universiti Teknologi Petronas, Universiti Kebangsaan Malaysia, Universiti Putra Malaysia, Universiti Sains Malaysia, and Universiti Utara Malaysia. Simultaneously, Malaysian educational institutions provide instruction at a fraction of the cost of Western universities (Anis et al., 2018). Malaysia is home to more than 130,000 international students from 136 different countries. It ranks 11th among international students' favourite countries.

As a result, you will have the opportunity to communicate with people from virtually every place on Earth, broaden your horizons, and improve your English in Malaysian colleges. Malaysia was formerly a British colony; as a result, more than half of the local population speaks English. There is no language barrier for newcomers, as the Malay dialect is also relatively easy to acquire. As a result, international students can easily enrol at local universities. They are incredibly well-known globally (Sia & Abbas Adamu, 2021). Over the last eight years, the University of Malaya has risen to 65th place in the QS university rankings, surpassing institutions such as Sorbonne University. Nottingham University, Monash University, and Southampton University are just a few of the prestigious British and Australian universities with campuses in the country. Of all, just because something has an interesting or beneficial name does not guarantee that it will be fascinating or beneficial to study. Before enrolling, it is often prudent to investigate both the study programmes and the faculty (Arokiasamy & Tat, 2020).

Jordan's growth from an agricultural to an industrialised country has been facilitated significantly by a high-quality education system. Jordan now ranks 95th out of 187 countries on the Human Development Index. Despite the country's low resources, the Ministry of Education places a premium on implementing an advanced national curriculum. Additionally, the Jordanian educational system serves as a model for other countries. This country ranks #1 in education in the Arab world (Assaad et al., 2018). Jordan's education system currently operates 32 universities, including 19 private institutions, ten state institutions, one regional institution, and two institutions subject to special regulation. Almost all Jordanian institutions enjoy a unique position around the world due to their curricula incorporating the best educational standards (Al-Zawahreh et al., 2019). Jordan's higher education sector has experienced rapid growth in recent years, as evidenced by an increase in the number of institutions offering higher education, enrolled students, faculty members, administrators, and academic members, and increased educational expenditures and government financial support for this sector. Students who earn a General Secondary Study Certificate, or its counterpart in other educational systems around the world, are eligible for higher education and can choose among community colleges, public and private universities, or a combination of the two. Jordan is at the top of the list of Arab countries because it spends the most on education, as evidenced by the fact that 32 universities and over 50 municipal institutions provide education and housing to over 44,000 international students from 107 different countries (Shirazi, 2020).

National and international accreditation authorities accredit a broad range of educational institutions and programmes, including medical sciences, engineering, and business administration degrees. These universities are responsible for adhering to global accreditation standards regarding permission, licencing, and monitoring. These are the standards administered in both countries by the Ministries of Higher Education and Scientific Research, the Higher Education Council, and the Accreditation and Quality Assurance Commission for Higher Education Institutions (Jamil et al., 2019). While many higher educational institutions, such as universities, operate successfully and are supervised by QAA agencies, many other educational institutions do not adhere to the QAA agencies' global standards (Arunasalam & Burton, 2018). The current article gives guidance for such organisations on how to successfully achieve QAA. The study's primary purpose is to investigate the effects of institutional education initiatives such as ILR, TLA, RCE, SSP, and OM on achieving QAA. Numerous studies on the QAA have been undertaken. However, this work adds to the body of knowledge by bridging the gaps in the literature.

1) Numerous studies have examined the relationship between quality assurance (QA) and accreditation (A) of educational institutions or have included QA as a component of accreditation without emphasising it. The current study integrates quality assurance and accreditation under the umbrella of QAA, thereby closing the gap.

2) Typically, prior research has studied institutional initiatives toward QAA without distinguishing between these activities. However, this study closes this gap by referring to these initiatives as ILR, TLA, RCE, SSP, and OM and analysing their influence on achieving QAA.
3) The current study closes the contextual gap by investigating the role of educational activities such as ILR, TLA, RCE, SSP, and OM in achieving QAA in the Malaysian and Jordanian education sectors. The following sections make up the remainder of this paper: The literature review investigates previous research to establish study hypotheses; the methodology section details the data gathering and analysis procedure; and the results and discussion section substantiate the study regarding previous research.

LITERATURE REVIEW

Quality assurance is the practice of monitoring how education is administered, promoted, successful, and supported for students. Additionally, it monitors the effectiveness of communication with stakeholders and resource depletion to guide the institution toward growth and well-being (Jarrar et al., 2020; TOMAK, 2021). Accreditation is also a quality assurance method conducted by an external accrediting institution. The quality assurance and accreditation (QAA) agency assess educational institutions' operations and services to determine whether the established educational standards are being met. QAA is contingent upon an institution's actions, its relationships with stakeholders, and the educational quality provided to students (Mussawy & Rossman, 2021). The satisfied QAA agency awards the educational institution with the QAA certificate, indicating their ranking among the best institutions. As a result, various educational institutions strive to achieve QAA. Our study explores the importance of educational efforts such as ILR, TLA, RCE, SSP, and OM in achieving QAA and sheds light on numerous authors' claims regarding the effects of educational efforts such as ILR, TLA, RCE, SSP, and OM on achieving QAA.

Infrastructure and Learning Resources and Achievement of QAA

The availability and quality enhancement of ILR is a critical component of an education institution's effort to achieve QAA, as it contributes to meeting the universal criteria established for educational quality and managed and supervised by QAA authorities (Asiyai, 2020). When infrastructure (the structure of the building and its maintenance) and learning materials (stationery, equipment, technologies, or literature) are coupled, a teaching-learning environment is created. Thus, an increase in the quality of ILR makes the teaching-learning environment more conducive to faculty retention and student performance in satisfying education quality criteria. That is why enhanced ILR is beneficial in achieving QAA and sustaining the institution's status in the broader education industry (Al Kuwaiti & Al Muhanna, 2018; Waśko, 2021). Hanh (2019) did a study to stimulate critical dialogue about the attainment of QAA in Vietnam's education system. This study reviews an article that discusses QAA achievement and related metrics related to higher education in Vietnam via universities. The study places a premium on the role of high-quality infrastructure and other educational resources. The study asserts that educational institutions with adequate infrastructure and resources, such as grand buildings, well-lit classrooms with appropriate temperature and learning accessories, the presence of libraries, laboratories, and computer labs, and equipment, provide a comfortable, easy-to-concentrate, and easy-to-learn learning environment. Students can develop stronger educational abilities in such a supportive environment, and the institution can earn the QAA accreditation. Baharun et al. (2021) researched the East Java school sector to explore ILR as a predictor of QAA. The research established a positive correlation between ILR and attainment of the QAA. The literature-based considerations stated previously establish the following hypothesis.

H1: *ILR has a positive association with the attainment of QAA.*

'Teachers' Learning Assessment and Achievement of QAA

The learning capacity of teachers in an educational institution defines their efficiency in providing a learning environment for students, eradicating misconceptions, enhancing knowledge, enhancing skills, and preparing them for practical life (Ateş & Ünal, 2021; Dei, 2019). That is why, to achieve QAA, educational institutions monitor members' abilities, talents, and performance and provide periodic learning or training programmes that analyse instructors' learning and help them enhance their learning concurrently. Institutions that use theoretical or practical techniques to assess teachers' learning get the approval of QAA agencies (Makhoul, 2019; St-Amand et al., 2021). Nguyen and Le My (2018) conducted a study that sheds insight on the QAA of distant education programmes through TLA examination. This descriptive qualitative study studies the hire educational institution in Vietnam to determine the relationship between understudy components. The study emphasises the importance of assessing teachers' learning and performance through learning and training programmes. During these training and learning programmes for TLA, teachers' knowledge of distance education programmes, including their significance and the requisite technology, apps, and processes, increases, and teachers build abilities for using them. As a result, quality education may be fostered in rural locations. Providing distance education services assists in achieving QAA. According to in-depth research conducted by Moyo (2020), the development of teaching staff learning and performance evaluation results in the attainment of QAA. The following hypothesis is formulated in light of the previous literature:

H2: *TLA has a positive association with the attainment of QAA.*

Research Consultancy and Extension and Achievement of QAA

According to De Vincenzi et al. (2018), engaging in RCE activities demonstrates an sorganisation's effectiveness, feeling of responsibility, adherence to policies, and capacity to provide high-quality education. RCE encompasses research conducted independently by managerial or instructional staff and students and online consultation and extensions. RCE activities increase management and teaching staff's information, which they may use to execute their jobs more effectively, such as managing course content, providing students with effective learning resources, and improving the teaching-learning environment's productivity. The implementation of RCE activities enables educational institutions to meet established educational quality requirements and achieve QAA (Andrade et al., 2020; Farnia & Mohammadi, 2021). Paquibut and Al Naamany (2020) did a study to examine the influence of RCE in achieving a high QAA. The study asserts that educational institutions engage in RCE activities foster teachers' creativity and innovativeness. Teachers do not rely solely on traditional methods of instruction; they maintain a flexible attitude and, in response to changes in the education sector, employ creative methods. For instance, when a difficult scenario forces institutions to close for an extended period, they turn to online education to maintain education. According to Seyfried and Pohlenz (2018), higher educational institutions that care about their students' success and professional development offer RCE programmes that encourage students to conduct research and publish their findings. It will boost one's professional standing. When QAA organisations verify an institution's commitment to student success, they award QAA certification. Hence:

H3: *RCE has a positive link with the attainment of QAA.*

Student Support and Progression and Achievement of QAA

Students are the product of educational institutions. The ability and skill growth of students, their test performance, professional advancement, and effectiveness in practical life, all contribute to the quality that the institution infuses in their products in the eyes of the public and the QAA.

In this sense, SSP is an effective institutional effort or collection of institutional efforts that contributes

to the institution's image in the eyes of the QAA agency and helps the institution obtain their QAA certificate, which has a positive effect on the institution's reputation (Çapan, 2021; Cardoso et al., 2018). According to Bronzwaer et al. (2019), QAA agencies monitor all facets of an educational institution, including its interactions with stakeholders, most notably students. The institution's positive relationships bring it closer to implementing global quality education standards and attaining QAA. This study examines how premier educational institutions create policies and programmes to help students in need., For example, providing students with scholarships or free ships to assist them in continuing their studies and capacity building initiatives and skills development activities. This demonstrates the QAA standards' high sense of accountability and conformance (Heuser, 2021). Nguyen and Ta (2018) performed study on the perspectives of higher education administrators, staff members, teachers, and students on SSP and QAA accomplishment. A case study approach is used to conduct the analysis, including semi-structured interviews with key stakeholders at a developing institution in Vietnam. An educational institution impresses agencies and achieves QAA if it actively assists students in developing soft skills, language and communication skills, as well as health-improving and physical fitness skills, and ICT/computer skills.

H4: *SSP has a positive relationship with the attainment of QAA.*

sOrganisation and Management and Achievement of QAA

The QAA agency analysed the sorganisation's structure and management and their effects on the learning-teaching environment, stakeholders' attitudes, and educational quality. An educational institution's organisational structure is composed of administration members, support staff, teaching staff, and the communication network that connects them. Administration/management comprises a principle that is accountable for the entirety of the institution and one or more assistant principals. Because members of OM make school-wide decisions, occasionally supervise the institution's operation, and enforce institutional rules, policies, and procedures, they are ultimately accountable for the quality of education. Improving OM would aid in achieving QAA because relevant agencies assess all of these factors (Jerez et al., 2018; KOZAKLI ULGER & YAZGAN, 2021). Rybinski (2020) study examines the efficiency of OM in achieving QAA. The study asserts that an educational institution's time, space, and resources must be organised efficiently to carry out educational processes effectively. Management plays a critical role in organisational structure, decision-making, enforcing regulations, and implementing projects. QAA is more likely to be attained by institutions with superior organisational management. Romanowski (2021) researched the quality of education by examining the impact of OM on quality assurance and the global rankings known as QAA. The research question was addressed by analysing a variety of documentary sources, including academic literature, international studies, institutional strategies, glossaries, and other documents, with a particular emphasis on the official websites of the QAA and higher education institutions, as well as media announcements. According to the study, QAA agencies assess whether a particular school adheres to quality education standards by effective rule enforcement, funding distribution, and oversight of the institution's educational operations by OM. When the QAA agencies are satisfied that OM members are efficiently carrying out their tasks, they give QAA. Hence,

H5: *OM has a positive relationship with the attainment of QAA.*

RESEARCH METHODS

The essay explores the impact of instructors' learning assessment, research consultancy and extension, infrastructure and learning resources, organisation and administration, and student assistance and advancement on quality assurance and accreditation in Jordanian and Malaysian universities. The current article made use of

primary data acquired via survey questionnaires from respondents. Respondents are employees responsible for quality assurance and accreditation of colleges' programmes. Purposive sampling was used to choose these respondents. The questionnaires were distributed via mail and personal visits to the selected respondents. The researchers distributed over 1155 surveys to respondents and received only 759 responses, indicating a response rate of approximately 65.71 per cent.

The current research utilised the smart-PLS to ascertain item validity by convergent validity, variable reliability via discriminant validity, and variable linkage via path analysis. Smart-PLS is the most effective primary data analysis tool for effectively estimating big sample sizes and complex frameworks (Hair Jr et al., 2021). The report examined five factors, including teachers' learning assessment (TLA), research consultancy and extension (RCE), infrastructure and learning resources (ILR), organisation and management (OM), and student support and progression (SSP). Additionally, the researchers used ten items to predict the achievement of quality assurance and accreditation (AQAA). Figure 1 illustrates these constructions.

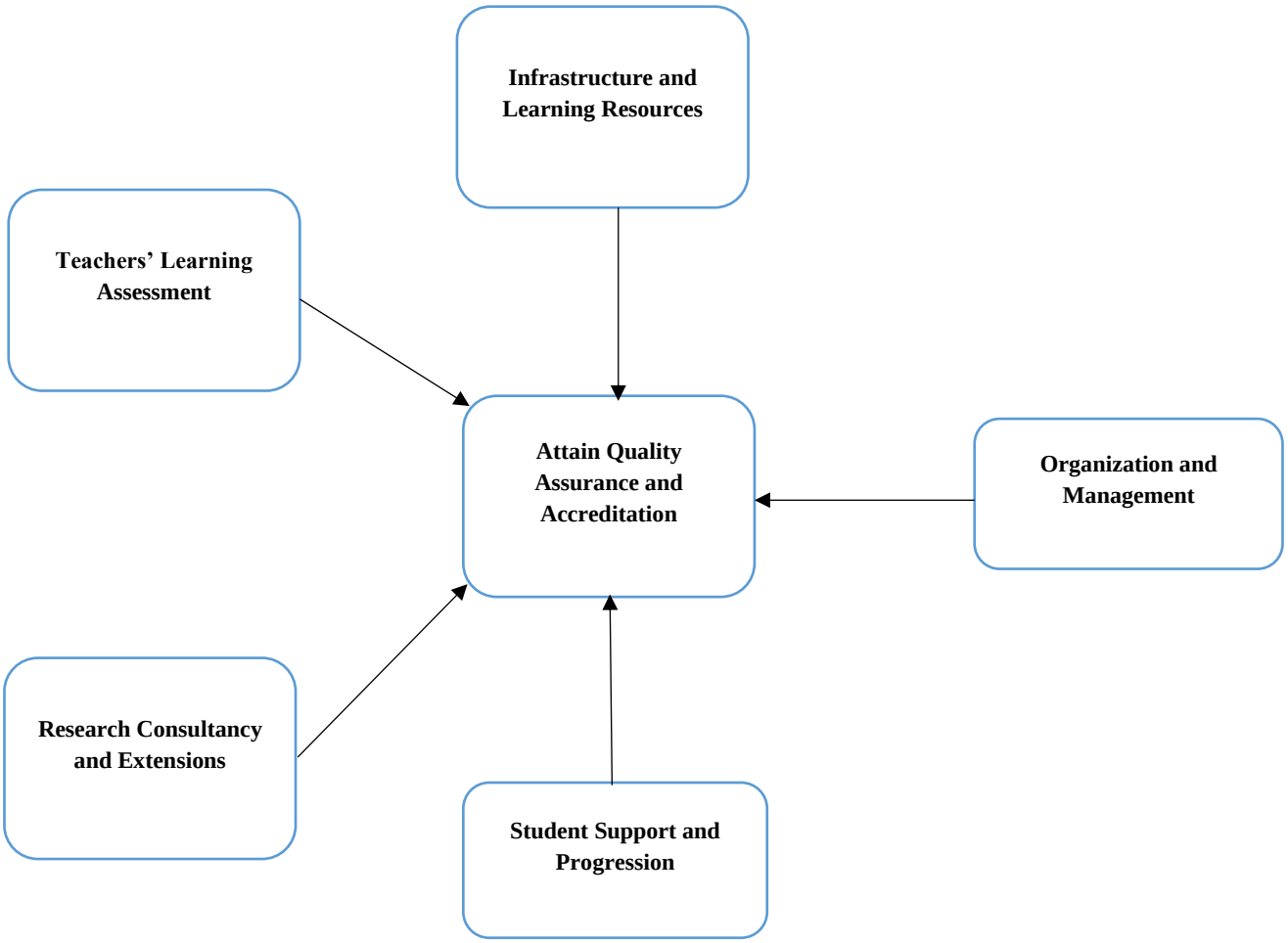

Figure 1: *Theoretical Model*

RESULTS OF THE STUDY

The current article results show that the factor loading demonstrates the validity of the items. The thumb rule related to the factor loading is that the value should be more than 0.50. Thus, the items ILR7, OM3, RCE3, TLA 5 and SSP1 have less than 0.50 factor loadings and are eliminated from the study. The remaining items have more than 0.50 factor loadings that show these items are valid and mentioned in Table 1.

Table 1: *Factor Loadings*

Constructs	*Items*	*Factor Loadings*				
Attain Quality Assurance and Accreditation	AQAA1	0.691				
	AQAA10	0.711				
	AQAA2	0.566				
	AQAA3	0.703				
	AQAA4	0.741				
	AQAA5	0.758				
	AQAA6	0.765				
	AQAA7	0.721				
	AQAA8	0.769				
	AQAA9	0.723				
Infrastructure and Learning Resources	ILR1		0.785			
	ILR2		0.808			
	ILR3		0.728			
	ILR4		0.469			
	ILR5		0.742			
	ILR6		0.783			
	ILR8		0.707			
sOrganisation and Management	OM1			0.728		
	OM10			0.715		
	OM11			0.692		
	OM12			0.705		
	OM2			0.735		
	OM4			0.625		
	OM5			0.718		
	OM6			0.778		
	OM7			0.767		
	OM8			0.727		
	OM9			0.724		
Research Consultancy and Extensions	RCE1				0.907	
	RCE2				0.854	
	RCE4				0.892	
	RCE5				0.908	
Student Support and Progression	SSP2					0.859
	SSP3					0.744
	SSP4					0.723
'Teachers' Learning Assessment	TLA1					0.717
	TLA10					0.794
	TLA2					0.760
	TLA3					0.731
	TLA4					0.624
	TLA6					0.665
	TLA7					0.760
	TLA8					0.753
	TLA9					0.688

The current article results show the ""Alpha, composite reliability (CR) and average variance extracted (AVE")" that show the validity of the items. The thumb rule related to the ""Alpha and CR"" is that the value should be more than 0.70, while the thumb rule related to the ""AVE"" is that the value should be more than 0.50. Thus, the findings indicated that the ""Alpha and CR"" have more than 0.70 values while ""AVE"" has more than 0.50 values and show valid convergent validity and mentioned in Table 2.

Table 2: *Convergent Validity*

	Cronbach's Alpha	*Composite Reliability*	*Average Variance Extracted (AVE)*
AQAA	0.894	0.913	0.514
ILR	0.845	0.884	0.526
OM	0.907	0.922	0.519
RCE	0.913	0.939	0.793
SSP	0.775	0.820	0.604
TLA	0.885	0.908	0.523

The current article's results include the "Fornell Larcker, cross-loadings, and Heterotrait Monotrait (HTMT) ratio," demonstrating the variables' reliability. The general rule for "Fornell Larcker, cross-loadings" is that the first value should be greater than the subsequent values. Thus, the findings suggested that the first value of "Fornell Larcker, cross-loadings" is greater than the other values and demonstrates valid discriminant validity, as demonstrated in Tables 3 and 4.

Table 3: *Fornell Larcker*

	AQAA	*ILR*	*OM*	*RCE*	*SSP*	*TLA*
AQAA	0.717					
ILR	0.665	0.725				
OM	0.516	0.648	0.720			
RCE	0.353	0.170	0.351	0.891		
SSP	0.615	0.510	0.531	0.229	0.777	
TLA	0.673	0.502	0.657	0.321	0.470	0.723

Table 4: *Cross-loadings*

	AQAA	*ILR*	*OM*	*RCE*	*SSP*	*TLA*
AQAA1	**0.691**	0.510	0.499	0.209	0.364	0.425
AQAA10	**0.711**	0.495	0.617	0.286	0.623	0.501
AQAA2	**0.566**	0.356	0.488	0.298	0.241	0.328
AQAA3	**0.703**	0.478	0.587	0.231	0.473	0.485
AQAA4	**0.741**	0.451	0.595	0.269	0.554	0.528
AQAA5	**0.758**	0.508	0.597	0.205	0.411	0.542
AQAA6	**0.765**	0.503	0.590	0.244	0.393	0.544
AQAA7	**0.721**	0.483	0.596	0.262	0.333	0.452
AQAA8	**0.769**	0.461	0.635	0.278	0.366	0.459
AQAA9	**0.723**	0.505	0.625	0.262	0.564	0.522
ILR1	0.578	**0.785**	0.587	0.156	0.376	0.435
ILR2	0.442	**0.808**	0.444	0.140	0.384	0.366
ILR3	0.478	**0.728**	0.436	0.153	0.390	0.416
ILR4	0.331	**0.469**	0.290	-0.038	0.264	0.243
ILR5	0.535	**0.742**	0.531	0.148	0.366	0.359
ILR6	0.406	**0.783**	0.409	0.118	0.351	0.324
ILR8	0.529	**0.707**	0.504	0.133	0.428	0.358
OM1	0.659	0.587	**0.728**	0.195	0.396	0.498
OM10	0.536	0.380	**0.715**	0.333	0.332	0.490
OM11	0.513	0.376	**0.692**	0.323	0.340	0.450
OM12	0.535	0.413	**0.705**	0.302	0.294	0.455
OM2	0.649	0.436	**0.735**	0.259	0.409	0.561
OM4	0.519	0.477	**0.625**	0.168	0.400	0.380
OM5	0.581	0.540	**0.718**	0.240	0.419	0.465
OM6	0.644	0.441	**0.778**	0.272	0.342	0.491
OM7	0.636	0.533	**0.767**	0.224	0.483	0.474
OM8	0.629	0.546	**0.727**	0.247	0.448	0.500
OM9	0.521	0.363	**0.724**	0.245	0.316	0.415
RCE1	0.307	0.145	0.311	**0.907**	0.196	0.302
RCE2	0.286	0.116	0.328	**0.854**	0.160	0.262
RCE4	0.339	0.170	0.306	**0.892**	0.251	0.286
RCE5	0.323	0.171	0.310	**0.908**	0.203	0.293
SSP2	0.585	0.491	0.496	0.288	**0.859**	0.427
SSP3	0.384	0.328	0.306	0.132	**0.744**	0.287
SSP4	0.432	0.342	0.409	0.077	**0.723**	0.363
TLA1	0.454	0.337	0.436	0.239	0.298	**0.717**
TLA10	0.565	0.406	0.566	0.266	0.397	**0.794**
TLA2	0.497	0.384	0.488	0.296	0.291	**0.760**
TLA3	0.498	0.363	0.443	0.306	0.310	**0.731**
TLA4	0.431	0.288	0.427	0.156	0.316	**0.624**
TLA6	0.491	0.371	0.474	0.162	0.323	**0.665**
TLA7	0.475	0.342	0.459	0.226	0.382	**0.760**
TLA8	0.492	0.373	0.464	0.255	0.356	**0.753**
TLA9	0.461	0.387	0.501	0.166	0.376	**0.688**

The ""HTMT ratio"" is also used to examine the discriminant validity and the thumb rule related to the ""HTMT ratio"" is that the values should be less than 0.90. Thus, the findings indicated that the ""HTMT ratios"" are lower than 0.90 and show valid discriminant validity and mentioned in Table 5.

Table 5: *Heterotrait Monotrait Ratio*

	AQAA	*ILR*	*OM*	*RCE*	*SSP*	*TLA*
AQAA						
ILR	0.753					
OM	0.799	0.721				
RCE	0.392	0.201	0.391			
SSP	0.759	0.655	0.658	0.268		
TLA	0.751	0.573	0.729	0.355	0.596	

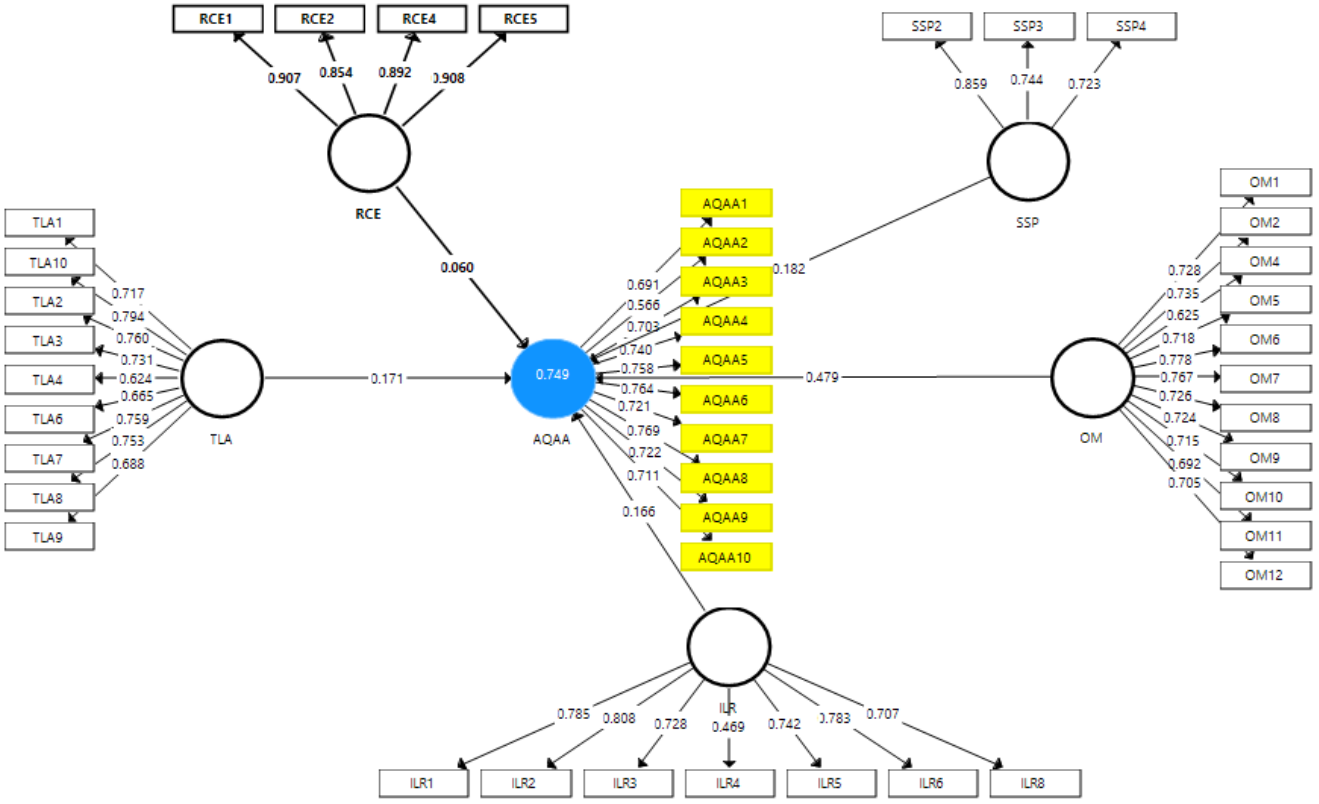

Figure 2: *Measurement Model Assessment*

The path analysis results in Table 6 indicate that learning assessment, research consultancy and extension, infrastructure and learning resources, organisation and management, and student support and progression, all have a positive correlation with achieving quality assurance and accreditation in Jordanian and Malaysian universities, accepting H1, H2, H3, H4, and H5.

The results indicated that for every 1% increase in ILR, the AQAA will increase by 0.166 percent, and vice versa. Additionally, the results demonstrated that a 1% increase in OM results in a 0.479 percent increase in AQAA, and vice versa. Additionally, the results demonstrated that a 1% increase in RCE results in a 0.060 percent increase in AQAA, and vice versa. Additionally, the results demonstrated that a 1% increase in SSP results in a 0.182 % increase in AQAA, and vice versa. Finally, the data demonstrated that a 1% increase in TLA results in a 0.171 percent increase in AQAA, and vice versa.

Table 6: *Path Analysis*

Relationships	*Beta*	*S.D.*	*T Statistics*	*P Values*	*L.L.*	*U.L.*
ILR -> AQAA	0.166	0.032	5.123	0.000	0.106	0.227
OM -> AQAA	0.479	0.035	13.633	0.000	0.390	0.542
RCE -> AQAA	0.060	0.020	3.029	0.003	0.022	0.093
SSP -> AQAA	0.182	0.031	5.817	0.000	0.141	0.248
TLA -> AQAA	0.171	0.029	5.842	0.000	0.119	0.229

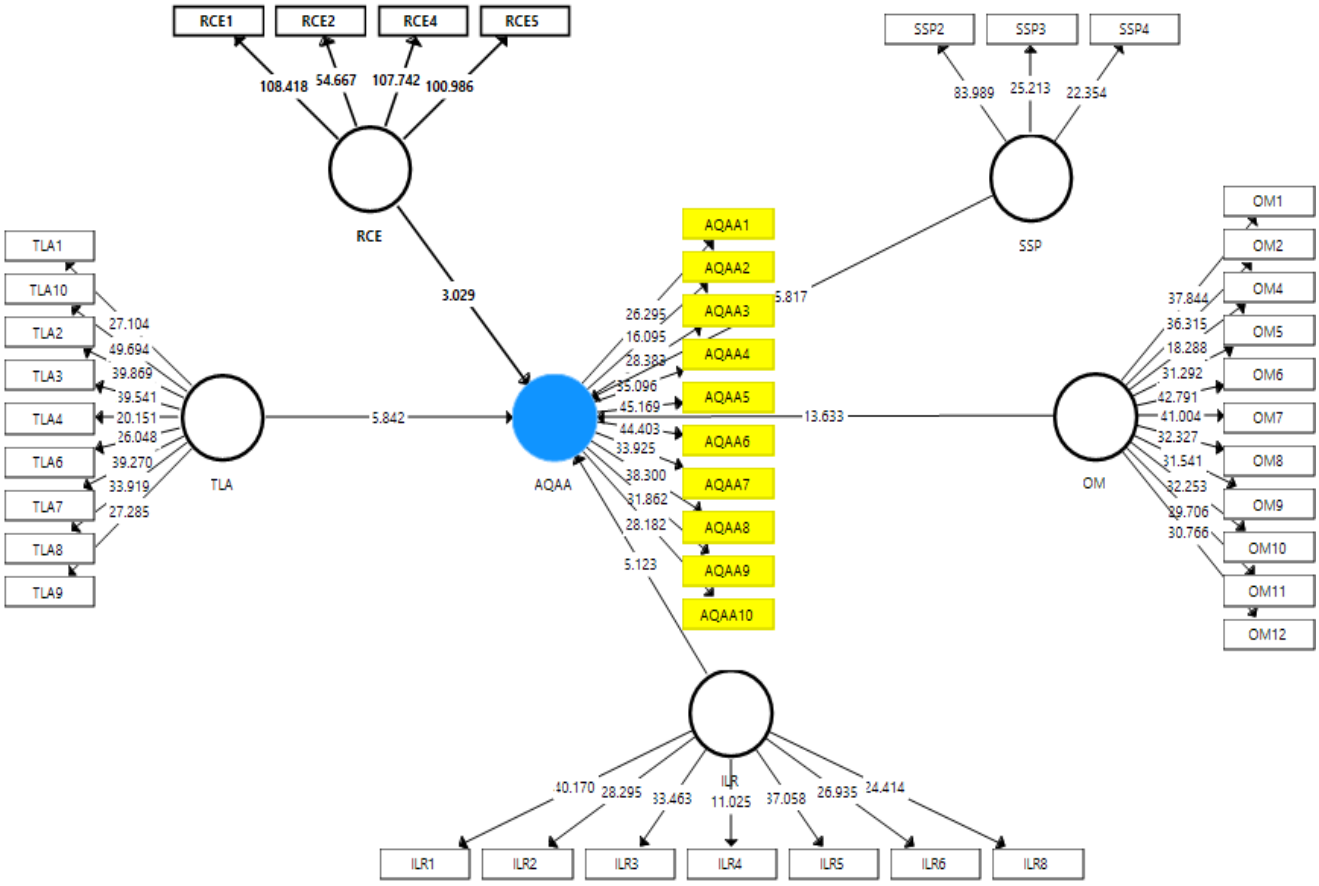

Figure 3: *Structural Model Assessment*

DISCUSSIONS

The study's findings reveal that ILR has a favourable correlation with the attainment of QAA. These findings are also consistent with Tamrat and Teferra (2020) prior work, which focuses on the quality of infrastructure required for gaining QAA. This study demonstrates that educational institutions that priorities appropriate and clean water, sanitation, and hygiene facilities in schools create a conducive environment for teachers to work well and stay healthy and focused on their studies. Thus, the QAA agency's purpose is to promote health and job motivation, and when these objectives are accomplished, QAA is easy to obtain. These findings corroborate Ravikumar et al. (2021) recent study, which evaluates the impact of learning resources on quality improvement and accreditation. According to this study, one of the primary goals of QAA is to sustain innovation in education, enhanced learning, and enhanced abilities. When educational institutions continue to improve their courses and training procedures by using more convenient and beneficial learning resources, they can adopt new teaching and learning methods, thereby enhancing learning, and improving abilities.

The study's findings suggested that TLA had a good correlation with achieving QAA. These findings corroborate a previous study by Birch et al. (2019). The study found that educational institutions that value teachers' effectiveness in teaching, as defined by the currency of their information, knowledge, and teaching processes, as necessary for improving students' learning of course content and professional skills, also support teachers' learning. As a result, institutions earn the rank when they fully comply with education quality criteria and achieve QAA. These findings are corroborated by a study conducted by Beerkens (2018). It demonstrates that progressive educational institutions incorporate practice into their policies by ensuring that teachers' learning, training, and assessment programmes are conducted effectively and at appropriate intervals to retain the services of qualified, trained, and talented teaching staff. Students who are taught by such skilled, trained, and talented professors receive an obvious and comprehensive education. When the external regulatory and assessing body certifies that the institution adheres to the instructions and requirements, the institution is granted QAA.

Additionally, the data indicated a favourable correlation between RCE and attainment of QAA. These findings corroborate a recent study by Al-Amri et al. (2021), who discovered that higher educational institutions offer a variety of research programmes, online consultation, and extension opportunities in this area. It demonstrates their commitment to improving their educational strategies and processes and enhancing students' learning, mindset, and work performance. When institutions are actively engaged in RCE development, they impress the accreditation body and earn a high rating among educational institutions that adhere to established educational criteria. These findings are also consistent with a previous study conducted by Mohamed Atef et al. (2019). It examined the creation of information or knowledge through research activities, the development of suggestions or ways to use existing specialist knowledge or expertise in a practical, fruitful manner through consultancy programmes, or the development of creativity through extensions, as evidenced by a teacher and student retention and feedback. This satisfies the need for educational development, innovation, and student satisfaction, contributing to GAA achievement.

Additionally, the results indicated that SSP has a favourable correlation with attainment of QAA. These findings corroborate a recent study by Alzafari and Ursin (2019). It found that when educational institutions engage in activities that support students, such as providing scholarships, educational accessories, and capacity-building activities, as well as their progress in education, such as placement of outgoing students (seniors), students' progression to higher education, and preparation for job tests or examinations, they provide an effective report to the government. These findings are also corroborated by Gamage et al. (2020) previous work, which places a premium on the SSP for achieving QAA. This study demonstrates that educational institutions that support students through capacity building and skill improvement activities. These skills inclue soft skills, communication skills, physical fitness skills, and ICT/computer skills, all of which are curricular activities, are viewed favourably by accreditation agencies and earn a high ranking from the GAA.

Additionally, the data indicated that OM correlates with achieving QAA. These findings corroborate a recent study by Ali et al. (2018), which found that accreditation agencies evaluate an educational institution's organisational structure and management effectiveness to assign an appropriate rank to individual educators within a specific region. If an organisational structure is successful, allowing administration, supportive employees, and teaching staff to communicate and collaborate readily, and management can effectively implement strategic policies, the likelihood of obtaining the QAA increases. These findings are also consistent with Scharager Goldenberg (2018) prior study, which said that inside an educational institution, time-space and resource organisation must be effective for the institution's primary duties to be executed efficiently. Management is critical to the organisational structure because they make choices and implement strategies. Institutions that are well organised and managed have a greater chance of achieving QAA.

IMPLICATIONS

The current investigation has consequences for both theory and practice. Theoretically, it is noteworthy since it contributes significantly to education-related literature. The study examines the effects of institutional education initiatives such as ILR, TLA, RCE, SSP, and OM on QAA attainment. While earlier research has examined institutional efforts about QAA, educational efforts have not been given the grand scale that the present study does by describing their five viewpoints, ILR, TLA, RCE, SSP, and OM, and their relationship to achieving QAA. Similarly, insufficient attention has been paid to institutional activities that contribute to the achievement of QAA in Jordanian and Malaysian university programmes. The current research contributes to the body of knowledge by examining institutional educational efforts such as ILR, TLA, RCE, SSP, and OM and their effects on reaching QAA in Jordan and Malaysia's educational sectors. This article provides legislators with guidelines for enacting legislation governing quality assurance and accreditation for university programmes. The current study garners interest from emerging economies such as Jordan and Malaysia, where specific agencies or external authorities compel educational institutions to adhere to established educational standards, evaluate their performance and commitment to the standards, and award QAA for the required performance. This study guides the government and education ministry on improving educational institution performance through the use of QAA. The study reveals that educational institutions can achieve QAA with certain additional efforts such as ILR, TLA, RCE, SSP, and OM.

CONCLUSIONS

As time passes, rivalry among educational institutions becomes more intense. Both internally and externally, a body of individuals works to evaluate educational institutions' compliance with established educational standards. External reviewing authorities accredit QAA to certify the educational institution's effectiveness across all fields. This study aimed to determine the impact of institutional, educational activities such as ILR, TLA, RCE, SSP, and OM on reaching QAA. Jordan and Malaysia are the two key points for data collection on the effects of institutional, educational activities such as ILR, TLA, RCE, SSP, and OM on reaching QAA. The findings indicated a positive correlation between institutional, educational initiatives such as ILR, TLA, RCE, SSP, and OM and QAA achievement. The findings suggested that when an institution's infrastructure is of excellent quality and a diverse array of effective learning tools is available, the QAA agency is happy and awards the school a high ranking. The study concluded that when instructors' learning is evaluated regularly, they perform better and get QAA. Similarly, efficient adoption of RCE procedures demonstrates an educational institution's commitment to offering a superior education to students. The efforts undertaken to aid and develop students demonstrate the institution as dutiful; they can earn QAA. Additionally, the study revealed that institutions are on the verge of reaching QAA by establishing an effective organisational structure and administration.

LIMITATIONS

The current study includes several limitations. These limitations can be addressed in the future by scholars. The current study focuses exclusively on the effects of institutional, educational activities such as ILR, TLA, RCE, SSP, and OM on achieving QAA. It does not shed light on critical aspects such as government policies, financial resources, and the general structure of the education sector. As a result, the study is not as exhaustive as a good study. As a result, future authors must also pay close attention to these undiscovered elements. Additionally, this study examines the effects of institutional educational efforts such as ILR, TLA, RCE, SSP, and OM on reaching QAA while considering control variables or another component that acts as a mediator or moderator between ILR, TLA, RCE, SSP, and OM and attaining QAA. Future authors must likewise pay attention to this aspect.

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