Mansoura University

Faculty of Education

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USING THE REQUIREMENTS OF TEACHING AND LEARNING STANDARDS TO ACHIEVE THE STANDARDS OF THE EDUCATION EVALUATION COMMISSION IN KSA: AN APPLICATION ON THE ACADEMIC PROGRAMS IN THE FACULTY OF APPLIED MEDICAL SCIENCES IN NAJRAN UNIVERSITY.

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Abstract

This study aimed to realize the extent of the fulfillment of the standard of teaching and learning according to the standards of the Education Evaluation Commission in KSA for the academic programs in the Faculty of applied medicine science - Najran University. These programs have already got the international accreditation from AHPGS in 2015 to 2020. Thus, the study has targeted the beneficiaries of this standard. These beneficiaries are students and the teaching staffs of the three programs (Clinical laboratory, physiotherapy and Radiation science programs) to disclose the differences of the fulfillment of this standard in the light of the variables of programs and categories (students and teaching staffs) in addition to the gender regarding the program of radiation science (track of male and female). The researchers have used the descriptive approach, the sample of the research are 37, 28 and 64 students, 16,17 and 9 teaching staffs from the programs of medical laboratory, physiotherapy and radiation sciences, respectively for the academic year 2018/2019 during the second semester. The researchers have used the questionnaire as a tool to collect data. Two questionnaires were designed. The first one is directed to the students in each program. This one contained 40 items, which distributed to 3 subjects. However, the second has directed to the teaching staffs, contained 49 items, which also distributed to 3 subjects. The most important results of this study is that the procedures regarding each sub-standard (study subjects) proved to be highly sufficient, especially from the teaching staffs' point of view. The study has come out with some recommendations which will lead to fulfill the standard of teaching and learning well, among them the graduates' characteristics should be announced, the targeted outcomes of learning from the students' academic programs and the other

service beneficiaries by various advertising means whether in paper or electronic, linking between the needs of labour market and the outcomes of the program through holding appropriate training agreements with the bodies in which students employed, promote the evaluation approaches used in the program to cope with the measurement of learning outcomes, the administration of the program should lay down appropriate mechanism to review the program and measure students' acquirement of the outcomes of learning periodically and based upon the feedback from the evaluation process, care of integration of the students in the committees of organizing workshop and symposia and invite all students of the program, urging them to participate actively in these workshops.

1- Introduction:

The University is considered an educational institution which has a certain philosophy that stems from the values and objectives of the society. It uses many different inputs which subjects to various processes and activities that ending with certain outcomes. There is close relationship between accreditation and quality assurance which is defined as "designing and implementing system which contains policies and procedures to insure the fulfillment of quality requirements for the inputs, processes and educational outcomes of the programs included in the standards of accreditations commission whether local or international authorities. Through these authorities, the measurement and evaluation of performance will be carried out versus quality standards. Accreditation is the confession of the accreditation authority of the quality assurance regarding educational outcomes of the institution and continuity of its promotion through quality assurance of the academic programs presented; these academic programs have the following goals:

- Present the guarantee that the institution has the minimum of the programs' quality – encourage the promotion of the institution through the processes of reviewing and evaluation of its activities and issue the recommendation regarding efficiency raising of its programs- encourage studies and continuous self-evaluation of the University. Thus, it is clear the relationship between accreditation and quality assurance, accreditation is linked to the quality assurance in education. Quality assurance in education cares of evaluating objectives, contents, references, educational outcomes and teaching tracks. (Geoffrey,1994).
- Student is considered the subject of teaching process , thus the quality of programs' inputs such as circular, teaching staffs, students' services besides the quality of learning and teaching policies have their reflect on

the student as well as the educational outcomes and the graduates' qualification for the requirement of labour market.

Based on what is mentioned before and in order to achieve quality standards of the inputs, processes and the outcomes of the Faculty of applied medical sciences in Najran University, the faculty has submitted for accreditation to AHPGS which is responsible for the accreditation of the health fields so as to accredit its three programs (laboratory sciences, physiotherapy and the program of radiation science) in 2013, through which the university was awarded academic accreditation in September 2015 to September 2020. These academic programs is looking for insuring the continuity of the quality of educational outcomes through submission to local commission for academic programs' accreditation in the KSA "NCAAA" which has laid down six standards as a condition to fulfill the minimum level. (promoted copy for the standards of programs' accreditation) as follows, 1- the mission and the objectives 2- Administration of the program and its quality assurance 3- learning and teaching 4- Students 5- teaching staffs 6- sources of teaching, facilities and preparations (The Commission of Education Evaluation - NCAAA-2018), considering the third standard regarding learning and teaching as the standard of judgment. From this point comes the idea of this study to evaluate the fulfillment of learning and teaching of the academic programs of the Faculty of applied medical sciences from the students and teaching staffs' point of view in each program.

2-1 **Problem of the study:**

Higher Education has witnessed serious endeavors to improve performance on international, regional and local level. The care of quality from the government and educational institutions has become international phenomenon, both are working to provide the best service to the beneficiaries. This interest on the international level has created some international mechanisms for quality assurance such as the accreditation systems for institutions and academic programs. The problem of this study which is trying to find solutions for the judgment on the readiness of these programs to apply for accreditation from the NCAAA, particularly that the studies discussing the extent of fulfilling the standard of learning and teaching are few comparing to services presented by universities. Thus, this study is one of the contributions to enrich research and knowledge field by specifying the fulfillment of the standard of learning and teaching from the students and teaching staffs' point of view. Through this study the researchers have come out with results and recommendations to meet the

requirement of this standard or how to keep the current level based on analyze and discussion of the collected data.

1-3 **Objectives of the study:**

This study has aimed to measure the fulfillment of learning and teaching standard of the academic programs of the faculty of applied medical sciences - Najran University, based on the standards of NCAAA, through opinions of students and teaching staffs to specify the level the fulfillment of the standard. This has based on the various practices of every sub-standard as one of the main performance indicators for the academic programs to promote its performance and quality assurance of their processes. This study is trying to achieve the following objectives;

- Specifying the level of the fulfillment of the standard of learning and teaching on the academic programs of the Faculty of applied medical sciences from the students' point of view.
- Specifying the level of the fulfillment of the standard of learning and teaching on the academic programs of the Faculty of applied medical sciences from the teaching staffs' point of view.
- Disclosing the differences in the level of the fulfillment of the standard and its components in the light of the variable of academic programs.
- Revealing the differences in the level of the fulfillment of the standard in the light of the gender (The program of radiation sciences)
- Providing a set of recommendations for the requirements of the standard of learning and teaching on the various academic programs in the Faculty of applied medical sciences- Najran University

1-4 **Question of the study:**

This study is trying to answer the following questions;

- What extent is the fulfillment of the requirements of learning and teaching standard in the Faculty of applied medical sciences - Najran University?
- What are the significant differences among the level of the fulfillment of the standard of learning and teaching with respect to different academic programs?
- What extent is the fulfillment of learning and teaching standard based on the location of teaching (male and female branches).

1-5 **Importance of the study.**

The importance of this study stems from two aspects, the theoretical aspect in one hand , this study is trying to realize the students and the teaching staffs' point of view regarding the the extent of fulfillment of the academic programs presented in the Faculty of applied medical sciences,

Najran University. This study is one of the few studies that address this issue in KSA. Also this study can enrich Arab libraries with its results. In other hand, this study has participated in providing appropriate visions for the fulfillment of learning and teaching standard in the academic programs in the Faculty of applied medical sciences, Najran University, besides appropriate recommendations to enhance the quality of learning and teaching so as to apply for accreditation from (NCAAA).

1-6 **Participants:**

This study is to investigate the extent of fulfillment of the learning and teaching standard of the academic programs for students and teaching staffs, in the faculty of applied medical sciences- Najran University in KSA. Three subjects are used which are sub standards to measure the fulfillment of this standard (Graduates' characteristics, the outcomes of teaching, Curriculum, the quality of teaching and students' evaluation) as mentioned in the release of (NCAAA), promoted copy for the standards of program accreditation (2018). The current study has conducted on the students and the teaching staffs of academic programs in the faculty of applied medical sciences - Najran University- KSA. This study was carried out during the second semester, academic year, 2018-2019.

1-7 **Definition of Terms:**

The Commission of Evaluation of Education :

This commission was established by the supreme council of education in the KSA to lay down standards and accreditation of programs and institution in post-secondary education. The system of quality assurance and accreditation was designed to support the constant improvement of quality and public confession of programs and educational institutions which have fulfilled the required quality standards. The objective is to insure good international standards in all post-secondary education institutions and all programs that are presented in KSA. Students, employers, parents and individuals in the communities should have absolute confidence that what are learned by students, researches conducted, and services provided are the same as the good international practices. By accreditation of educational program to give public confession that these standards are achieved. In addition, the qualifications that submitted by KSA should be accepted all over the world without hesitation. NCAAA in KSA has laid down a set of standards to insure the quality of the higher education institutions and their accreditation. These standards have covered eleventh fields of the activities of these institutions and learning and teaching is one of these evaluating standards ((NCAAA, 2018).

The standard of learning and teaching.

Educational institution should have an efficient system to ensure that all the academic programs achieve higher level of learning and teaching when firstly approved through following up the performance and providing the supportive services. Also the outcomes of students' teaching should be specified accurately and cope with "the national framework of qualifications in all academic programs, on other side the professional programs the teaching outcomes should coincide with the requirements of employment or what are required for practicing the job. The levels of teaching should be evaluated, verified through appropriate processes and compared with appropriate external benchmarks. Teaching staffs should be appropriately qualified and have the suitable experiences to carry out their responsibilities, also they should implement suitable teaching strategies for various learning outcomes, and they should participate in the suitable activities to improve their teaching competency. Furthermore, teaching quality and the programs' effectiveness should be evaluated through students' evaluation and the opinion survey of graduates and employers and it is important to use the evidence and the results obtained from these resources as basis for improvement plans. In case of presentation of the programs in different departments of male and female's students the same required levels should be existed in the two parties. The recourses should be equally available, finally the evaluation should contain the data of both male and female's departments.

2- Literature Review:

The literature review has addressed issues and problems facing students, besides the quality levels of provided services for students their content of these services provided by these universities.

(Belcheir,1998) aimed to investigate the students' content about academic guidance in University of Boise State, USA, in a sample of 24 branches containing 890 students. The tool of the study contains 3 subjects, the directorate that performs guidance, the points discussed during guidance process, the impression of the student on the guiders and the extent of content on guidance process. The study has disclosed that the students' content is high when the guidance is carried out by guidance center compared with the members of the teaching staffs. The impression of the students on the guider is encouraging, initiator and humane and respecting students.

Twaiha *et al*. (1999) aimed to investigate the problems faced by the students of Faculty of Science and Arts (University of Alhussin) on sample

of 299 students. The study has revealed that the most important problems based on their fields are health field then economic, administrative, academic and finally the social and psychological. The study hasn't revealed any significant differences due to gender variable in economic, health, administrative and academic fields. Also, there is no difference due to specialization or income variable. But there are differences according to the academic year, whereas the students of first year have faced more problems than the second year.

Al Msharf (2000) has conducted a study to investigate the problems of Sanaa University's students and their guidance needs on a sample of 257 male and female students in their second and fourth year, studying scientific and theoretical disciplines. The results have demonstrated that the problems of students respectively guidance, study, value, psychological, knowledge, interactive, communal, family and health fields. The study has disclosed differences due to the variable of discipline. It is clear that the students of scientific disciplines have suffered more than the students of theoretical ones in the field of guidance. It is clear also from the aspect of gender the male students have suffered more than female students from the problems related to guidance and value field; however in the variable of study level the students of fourth year have revealed suffering in guidance more than first year students.

In a study carried out by (the Office of Institutional Research and planning, 2003). The study has contained sample of 1087 students taking the primary subjects. The results of this study have revealed the students' content on the effectiveness of registration process, teaching and academic services such as library and computers' lab. The students have asserted the improvement in caring of students' programs and the services regarding persons of special needs and the introductory programs when joining the university. There are no differences among students in the three fields, students according to the variable of age or cultural background (white students with other minority).

In a study on the students' content carried out by the research center in Rowan University in New Jersy state, USA. (Office of institutional Accountability, 2004) on random sample of 111 branches. It has used the tool of Student Satisfaction Inventory containing the effectiveness of teaching, University services, academic guidance, University environment, effectiveness of analyze, students activities, attraction, financial support, safety university security and focusing on the student as the basis of educational process. The most important fields for the students are; safety,

security, academic guidance then the effectiveness of teaching. The students have revealed their content of all fields except safety and security and then registration procedures.

In a study by Luca *et al.* (2006), which aimed to measure students' content in Italian Universities on the quality of services. The study has conducted in University of Bari to analyze students' content. It has used interview tool to know the level of students' content, the quality of provided services. The study has come out that the size and the quality of services provided not up to the competitive level of the other universities. The study has recommended that Universities should focus on improvement of the quality of education to gain students' content and work for building strong relation with productive local commission so as to meet the increasing demand for training and competency.

Hamil and Nagm Aldeen (2011), aimed to realize the grade level of Al-quds Open University's graduates provided by their university. The study has used the descriptive derivative approach to collect data, and the tool of the study is the questionnaire to collect data, it has contained (51) items, distributed into three subjects. The sample of the study has contained (123) graduated students, all service fields are highly accepted, whereas the psychological services have achieved the first rank, the administrative services have come in second rank and the academic services in the third and the last rank.

In the study by Mohummed Abrahim Suliman (2012), that aimed to measure the quality of Universities' services in Alaqsa University , Gaza, through using the scale of services' quality performance or the actual performance (ServPerfe). The researchers have designed a special scale to measure service quality, contained 7 dimension and 40 items. The scale was applied on the sample of Alaqsa university's students. The most important results of the study are the quality of university services obtained by the university's students is between weak and middle in the most dimensions of the scale. The existence of significant differences is due to the variable of gender between male and female in favour of female in the level of university services. The nonexistence of significant differences in the quality of services is based on the variable of the study level.

In the study by Algdah and Khalifat (2013), which aimed to measure the content degree of students on university services in Mutah University. The questionnaire was designed and distributed to a sample of (449) students in the second semester , 2011-2012. The results have disclosed significant differences in the degree of students' content on library services

in Mutah University due to the variable of the faculty and in favour of humanity faculties and the interaction of the faculty with the accumulative rate in favour of humanity faculty, when the accumulative rate ranged between excellent, very good, and in favour of scientific faculties when the accumulative rate is accepted. There are significant differences on the whole tool due to the interaction of the faculty with the accumulative rate in favour of humanity faculties' students of excellent rate and in favour of scientific faculties of those awarded good and accepted. The study hasn't shown significant differences of due to gender.

The study of Alfra and Alawadi (2013), aimed to measure the quality of services presented by Palestinian Universities in the light of contemporary international variables from the students' point of view and has used Al-quds Open University with its branches as case study. The sample of the study has contained 148 students and descriptive analytical approach has used. The study has used service scale provided by the university (SERQUAL) to realize the quality of services presented by the Palestinian Universities. The results have shown that the grade of the students in education faculties regarding the provided service quality in the university is middle. The results also have shown the nonexistence of significant differences that have among the averages of students' grade regarding the degree of the service quality presented by Al-quds Open University due to gender variable, study level and university's branches.

The study aimed to evaluate the provided service to promote students' skills in training institutes in Malaysia and its effect on public content, by Mohd Zuhdi *et al.*, 2014. This study has used questionnaire, investigated students' training skills in 7 institutes, 600 questionnaires were distributed, 419 questionnaires were filled, and the rate of response was % 69.8. The results have disclosed the students' content of the provided services in these institutes.

The study carried out in Palestinian Universities, Gaza provinces by Fatma Alsafeen (2015). The study has investigated the differences in the average of their estimation of the quality of students' services according to the variables of (gender, university and discipline). The researcher has used descriptive analytical approach, she has designed questionnaire as the tool of the study which contained (59) items. The study has reached this conclusion that the level of the quality of students' services is middle. It has disclosed that reliability dimension in the first rank and the dimension of accreditation is in the fifth rank. This has disclosed the nonexistence of significant differences of the quality of students' services due to the variable

of gender except the first dimension, the tangible factors, whereas there are differences in favor of male. The researchers have established proposed strategy to improve the quality of students' services in Palestinian Universities.

A study conducted by Usman and Mokhtar (2016) on investigating the relationship between the quality of services and the content of students' parents in higher education institutions in Nigeria. They have used the questionnaire as study's tool, it was distributed to the sample of students in the first six universities in Nigeria, it contained 650 student and 446 students were responded in response rate %68.62. The results have disclosed that there is positive and moral relationship between the quality of provided services and their loyalty to the institution. The study has contributed to set of knowledge in the educational institution in Nigeria, also there is no study that has investigated the effect of service quality and students' content from the students' point of view.

Other study by Abdel Maksoud and Abu zaid (2017) , aimed to evaluate the level of satisfaction of Najran University's students in KSA on the students' services provided by the University, and to reveal the differences in the service and its components in the light of gender and faculty. The two researchers have used the descriptive analytical approach, the sample of the research was (760) students from Najran University, the academic year 2016-2017 in the first semester. The researchers have used the questionnaire as the tool of the study to collect data, the questionnaire has contained (46) item, distributed into (9) subjects. The most important results of the study, the level of students' service quality in Najran University is middle from the students' point of view, the order of subjects related to the service quality and based on the students' point of view (security services, admission and registration, the service of special capabilities, athletic activities and medical services) which has come in favor of male. The study has disclosed the nonexistence of significant differences among students' services due to the variable of Faculty.

In reviewing the previous studies, it is clear that the problems facing university students have found attention by researchers, this is attributed to the importance of the issue. However, the researches addressing the fulfillment of the standards regarding accreditation authorities are very limited and even lacked. Thus, this study has addressed the fulfillment of academic programs to the standard of learning and teaching as one of the judging standards to apply for accreditation from the specialized authorities. This is why this study is distinguished from the other studies. The difference

of this study and other reviewed studies in the total of the studied variables such as the population of the study represented in students and teaching staffs of academic programs that were accredited before from international accreditation authority to measure the responses of awarding program accreditation in fulfillment of standards, before applying to national authority to attain accreditation.

3- Methodology of the study and its procedures.

This study has adopted the descriptive analytical approach.

3-2 The sample of the study consisted of a random sample of 45 and 155 teaching staffs and students respectively, the total of the random population is 200 students and teaching staffs of the three academic programs in the faculty during the second semester in academic year 2019-2018. Those who responded are 42 and 129 teaching staffs and students respectively, the rate of response is (%86).

Table (1) shows the distribution of the study's sample based on the variables of gender and program.

Program	Teaching staffs		Students		Number
	Male	**Female**	**Male**	**Female**	
Clinical Labrotary	16	------	37	------	53
Physiotherapy	9	------	28	-------	37
Radiation sciences *	6	11	25	39	81
Total	31	11	90	39	171

*Program for both track male and female.

3-3 **Tool of the Study**

The questioners have been designed after going through theoretical literature and literature review, besides reviewing some foreign and Arab culture in the field of quality standards and academic accreditation in higher education and reviewing the release of education evaluation (NCAAA), the promoted copy of program accreditation (2018). The first questionnaire related to the students contained 40 items representing the practices which achieve the quality of learning and teaching distributed into three subjects (the Sub standards of the standard of learning and teaching) as shown in the Table No (2). The second questionnaire has targeted the teaching staffs contained 49 items representing the practices of achieving the quality of learning and teaching distributed into the same three subjects of the first questionnaire as shown in the Table No (2). The weighted average has used for the students and teaching staffs' answers by using pentagon Likert scale so as to know the trends of their opinions. The respondent is asked to put his/her degree for every item in the scale based on pentagon ladder which ranged from strongly agree of five marks to strongly disagree of one mark.

Table (2): Distribution of the study's items based on topics.

Sub standards	The numbers of items	
	Students' questionnaire	Teaching staffs' questionnaire
The characteristics of graduates and teaching outcomes	6	9
Curriculum	17	23
The quality of teaching and students' evaluation	17	17
Total	40	49

Validity of the tool:

The questionnaire was handed to three teaching staffs in the deanship of promotion and quality, two teaching staffs from the deanship of students' affairs and two teaching staffs from curriculum department in Faculty of education. All of them have reviewed the items and given their points of views on the extent of their clearness, belonging and measurement of what have been designed for. According to their suggestions some items are amended, and some others are omitted for 80% of the referees agreed upon their amendment or omission.

Reliability of the tool:

To insure the reliability of the tool the researchers have used (t- test) for the significant differences and Person Correlation Coefficient to calculate the rate of reliability of the tool which has ranged between 80% - 90%. The value of reliability of the whole tool %88 and %86 for the students and teaching staffs respectively. It is a reasonable percentage for the study purpose.

Table (3) The values of reliability of the study's subjects.

Subjects	Reliability values	
	Students' questionnaire	Teaching staffs' questionnaire
The characteristics of graduates and teaching outcomes	87	83
Curriculum	84	86
The quality of teaching and students' evaluation	90	88
The questionnaire	88	86

3-4 **Statistical Analysis**.

The suitable statistical analysis has been used for the study's questions, the study has used (SPSS) program to analyze data by using frequencies, percentage, mean, standard deviation, t- test and F- test.

3-5 Results and Discussion.

To answer the first question, which states "the extent of the fulfillment the requirements of the standard of learning and teaching in Applied Medical Faculty, Najran University. The means, standard deviation and percentages were calculated, and the obtained results are presented in the following tables.

Table (4) The means, standard deviation and the percentages of the extent of the fulfillment of the standard of learning and teaching from the students' point of view in the Faculty of applied medical sciences- Najran University.

No	Subject	Mean	Standard deviation	Percentage	Extent of fulfillment	Rank
1	The characteristics of graduates and teaching outcomes	3.55	0.70	71.00	Middle	1
2	Curriculum	3.33	0.72	66.60	Middle	2
3	The quality of teaching and students' evaluation	3.12	0.90	62.40	Middle	3
	General Evaluation of the questionnaire	3.33	0.77	66.60	Middle	

Table (5) The means, standard deviation and the percentages of the extent of the fulfillment of the standard of learning and teaching from the teaching staffs' point of view in the Faculty of applied medical sciences- Najran University.

No	Subject	Mean	Standard deviation	Percentage	Extent of fulfillment	Rank
1	The characteristics of graduates and teaching outcomes	4.04	0.47	80.80	High	2
2	Curriculum	3.39	0.39	78.60	High	3
3	The quality of teaching and students' evaluation	4.18	0.46	83.60	High	1
	General Evaluation of the questionnaire	4.05	0.45	81.00	High	

Table (4) shows the extent of the fulfillment of the standard of learning and teaching from the students' point of view in the Faculty of applied medical sciences- Najran University, which has got middle degree, The mean is (3.33), the standard deviation is (0.77) and the percentage is (66.60) to all subjects. The means for subjects are ranged between (3.12-3.55), the percentages of subjects are ranged between (62.40-71.00) for the subject of the quality of teaching, students' services to graduates' characteristics and the outcomes of teaching. This has indicated the extent of fulfillment of the standard of learning and teaching from the students' point of view hasn't fully enough particularly in the subject of curriculum, the quality of teaching and students' evaluation. While the standard of learning and teaching has inclined to fulfillment in the subject of the characteristics of graduates and teaching outcomes. Regarding the ranking of the study subjects from the students' point of view ,it is found that the characteristics of graduates and teaching outcomes in high rank in (71%) percent, then curriculum in (66.6%) and in the third rank the subject of the quality of teaching and evaluation approaches in (62.40%) percent. Thus, less effort and planning are needed to completely fulfill the subject of curriculum, teaching quality and approaches of evaluation. In the other side the results of table (5) have shown that the subjects of the study have inclined to the fulfillment of the standard of learning and teaching from the teaching staffs' point of view. The means for all subjects are high (4.05), the standard deviation (0.45) and the values of averages for the three subjects (4.04),(3.93).(4.18) for graduates' characteristics, teaching outcomes, curriculum , the quality of teaching and the evaluation of the students respectively. This has indicated the standard of learning and teaching is fulfilled from the teaching staffs' point of view. The ranking of the study's fields related to fulfillment, first comes the subject of the quality of teaching and evaluation approaches in (83.60%) percent, the second rank is the subject of the characteristics of graduates and the outcomes of teaching in (%80.80) percent and in the third rank is the subject of curriculum in (87.60%) percent.

1-The subject of graduates' characteristics and teaching outcomes:

Table (6) The students' responses regarding the statements of the first subject (the graduates' characteristics and teaching outcomes)

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1-	Graduates' characteristics of known programs and consistent with the Faculty's mission.	3.61	0.89	0.72	Middle	2
2-	Targeted Teaching outcomes of programs are consistent with graduates' characteristics.	3.67	0.88	0.73	Middle	1
3-	Graduates' characteristics and teaching outcomes for announced programs.	3.43	0.95	0.69	Middle	4
4-	Graduates' characteristics and teaching outcomes coinciding with the requirements of labour market.	3.43	1.05	0.69	Middle	4
5-	Evaluation approaches used in programs are able to measure the extent of acquiring the targeted teaching outcomes of the programs.	3.52	0.97	0.70	Middle	3
6-	Targeted teaching outcomes of the programs contributes to promoting my intellectual, professional and general skill	3.61	0.99	0.72	Middle	2
	General evaluation of the subject(graduates' characteristics and teaching outcomes)	3.55	0.70	71.00	Middle	

It is clear from Table (6) that the averages of statements' evaluation for the subject of graduates' characteristics and teaching outcomes from students and teaching staffs' point of view is middle. The statement of "Teaching outcomes targeted programs are consistent with graduates' characteristics." In the first rank the mean is (3.67) , the value of standard deviation is (0.88) in (73%) percent. The other two statements "Graduates' characteristics of known programs and consistent with the Faculty's mission" and "Targeted teaching outcomes of the programs contributes to promoting my intellectual, professional and general skill" in the second rank , the mean is (3.61) and (72%) percent, with standard deviation of (0.89) and (0.99), respectively. In the third rank is the statement of "Evaluation approaches used in programs are able to measure the extent of acquiring the targeted teaching outcomes of the programs." The mean is (3.52) , standard deviation is (0.97) and (70%) percent. In the last rank has come the statement of "Graduates' characteristics and teaching outcomes for announced programs" and "Graduates' characteristics and teaching outcomes coinciding with the requirements of labour market." The mean is (3.43), (69%) percent and the standard deviation is (0.95) and (1.05) for the two statements respectively. It is noticed that the students' evaluation for the practices of these subjects has no clear differences and all of them have middle degree in the extent of fulfillment. Thus this standard can be fulfilled by few simple practices for example the concentration on the announcement of graduates' characteristics and targeted teaching outcomes from the students' academic programs and other beneficiaries from the service by different media means whether in paper or electronic, second connect between market labour and the programs' outcomes in term of training places and holding appropriate training agreements with the students' employment institutions and promote the used evaluation approaches in the program to coincide with the measurement of teaching outcomes.

Table (7): Teaching staff's responses regarding the statements of the first topic (Graduates' characteristics and the outcomes of teaching)

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1	Graduates' characteristics of known programs and consistent with the Faculty and programs' mission	4.31	0.68	0.86	High	1
2	Targeted Teaching outcomes of programs are consistent with graduates' characteristics.	4.10	0.62	0.82	High	3
3	Graduates' characteristics and teaching outcomes for announced programs.	4.12	0.77	0.82	High	2
4	Graduates' characteristics and teaching outcomes coinciding with the requirements of Saudi qualification cadre	3.95	0.62	0.79	High	8
5	Graduates' characteristics and teaching outcomes coincide with academic and professional standards.	4.07	4.78	0.81	High	4
6	Program administration provides mechanism to check graduates' characteristics and teaching outcomes and the extent of students' acquirement periodically.	3.71	0.92	0.74	Middle	9
7	Graduates' characteristics and teaching outcomes coinciding with the requirements of labour market.	4.05	0.76	0.81	High	5
8	The used evaluation approaches of the program are able to measure students' acquirement of targeted teaching outcomes of the program.	3.98	0.78	0.80	High	7
9	Targeted teaching outcomes of the programs contributes to promoting my intellectual, professional and general skill	4.01	0.58	0.80	High	6
	General evaluation of the subject(graduates' characteristics and teaching outcomes)	4.04	0.47	71.00	High	

The results in Table (7) demonstrate the evaluation of most statements regarding the subject of graduates' characteristics and the outcomes of teaching are highly fulfilled from the teaching staffs' point of view. The degree of means for the statements that indicate the practices of the subject (sub standard) ranged between (3.71) to (4.31) for statements (practices)"Program administration provides mechanism to check graduates' characteristics and teaching outcomes and the extent of attraction of students periodically" and "Graduates' characteristics of known programs are consistent with the Faculty and programs' mission" respectively. This has indicated that the less accepted practices from the teaching staffs' point of view are the program administration provides mechanism to check graduates' characteristics and teaching outcomes and the extent of students' acquirement periodically. The program administration should give importance to this practice and lay down appropriate mechanism to review the program and measure the extent of students' acquirement for teaching outcomes periodically; based on feedback from the evaluation process the program administration has promoted the used reviewing mechanism in this field.

1- The topic of Curriculum.

Table (8) the responses of students regarding the statements of the second subject (curriculum)

NO	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1-	Courses in programs coincide with the targeted teaching outcomes.	3.29	1.08	0.66	Middle	1
2-	Courses linked to labour market.	3.38	1.08	0.68	Middle	6
3-	The program objectives and courses are clear and specified.	3.36	1.08	0.67	Middle	7
4-	The study plan of the program take into account logical sequence for teaching courses.	3.45	1.04	0.69	Middle	4
5-	The program has class activities and non class activities contributing to teaching outcomes.	2.74	1.35	0.55	Weak	14
6-	Teaching outcomes of courses linked to teaching outcomes of the program.	3.56	0.93	0.71	Middle	3

NO	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
7-	Teaching approaches used in programs are suitable with teaching outcomes.	3.44	1.00	0.69	Middle	5
8-	Evaluation approaches used in the program are suitable with achieving of teaching outcomes.	3.36	0.95	0.67	Middle	7
9-	The approaches of learning and teaching of the program depend on active participation of the students.	3.33	1.14	0.67	Middle	8
10-	Teaching courses contain various pattern of self-education.	3.28	1.14	0.66	Middle	10
11-	The program contains various sources of self-education.	3.26	1.18	0.65	Middle	11
12-	The approaches of learning and teaching enhance the capability of students to conduct scientific researches.	3.44	1.06	0.69	Middle	5
13-	The teaching outcomes of field experience coincide with the teaching outcomes of the program.	3.36	1.00	0.67	Middle	7
14-	The program presents activities and exercises to develop the professional skills of the students.	3.20	1.12	0.64	Middle	12
15-	Workshop and scientific symposia are held by the participation of the students.	2.97	1.22	0.59	Weak	13
16-	There is clear plan for field training in the program	3.29	1.08	0.66	Middle	9
17-	Field training is conducted in targeted work places after graduation	3.57	1.10	0.71	Middle	2
18-	General Evaluation of the subject (Curriculum)	3.33	0.72	0.76	Middle	

From the shown in Table (8) regarding the second subject of the study (curriculum) from the students' point of view, it is noticed that the average of the extend of the fulfillment of practices has ranged between (2.97 to

3.65) and the percent has ranged between (0.59 to 0.73) for the statements "workshop and scientific symposia are carried out by the participation of students in the program" (weak) and "Courses in the program are suitable with achieving targeted teaching outcomes"(Middle). The values of standard deviation for all statements are between (0.93 to 1.35), which has indicated these practices regarding to achieve the sub-standard (curriculum) are achieved with middle degree except the practice No 15 "Workshops and scientific symposia are conducted through the participation of the students in the program" and the practice No 5 " The program contains class activities and non-class activities participate in achieving teaching outcomes" which the degree of its fulfilment is weak from the students' point of view (service receivers). Thus, the administration of the program must care to integrate students in the committees of organizing workshops and educational symposia, invite all the students of the program and urge them for active participation. Moreover, the program administration has to direct teaching staffs to care for class and non-class activities inside and outside teaching rooms and fully support them for participation.

Table (9) The responses of the teaching staffs regarding the second topic (Curriculum)

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1-	The administration of the program abides by policies and institutional procedures in case of designing, promotion or amendment of the curriculum.	4.33	0.61	0.87	High	1
2-	The curriculum of the program is able to realize the objectives of the program and teaching outcomes**.**	4.31	0.75	0.86	High	2
3-	The curriculum takes into account coping with professional, technical and scientific development in the discipline.	3.98	0.75	0.80	High	6
4-	There is mechanism to review the curriculum periodically.	3.88	0.83	0.78	High	9
5-	The study plan of the program characterizes by balancing between the general requirements and discipline's requirements.	3.79	0.81	0.76	Middle	11

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
6-	The study plan of the program characterizes by balancing between theoretical and applied aspects.	3.90	0.73	0.78	High	8
7-	The study plan of the program takes into account the sequence and integration between courses ,	3.90	0.69	0.78	High	8
8-	The curriculum of the program contains class and non class activities participating to realize teaching outcomes.	3.60	0.83	0.72	Middle	15
9-	The teaching outcomes of courses are related to the teaching outcomes of the program.(based on the matrix of distribution of program teaching outcomes on courses.)	3.86	0.78	0.77	High	10
10	The strategies of learning and teaching coincide with student's acquisition of the targeted teaching outcomes from the program and courses.	4.07	0.64	0.81	High	5
11	The used evaluation approaches coincide with measuring the student's acquisition of teaching outcomes for both the course and the program.	3.90	0.58	0.78	High	8
12	The used strategies of learning and teaching of the program focus on student and encourage him to active participation.	3.88	0.80	0.78	High	9
13	Courses contain various patterns of self education.	3.52	0.77	0.70	Middle	17
14	Approaches of learning and teaching enhance the capabilities of student to conduct scientific researches.	3.64	0.73	0.73	Middle	14
15	Approaches of learning and teaching enhance the student's capability to	3.71	0.64	0.74	Middle	13

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
	acquire high intellectual skills and self education.					
16	The teaching outcomes of field experience coincide with the programs' teaching outcomes.	4.05	0.54	0.81	High	6
17	The program presents activities and training to promote the professional skills of students.	3.74	0.89	0.75	High	12
18	Workshops and educational, scientific symposia are organized by the participation of students in the program.	3.57	0.97	0.71	Middle	16
19	There is clear plan of the field training in the program	4.21	0.78	0.84	High	3
20	Field training is conducted in the targeted work places after graduation.	4.17	0.91	0.83	High	4
21	The supervisor of field experiences of the program and field supervisor fully aware of the targeted teaching outcomes of field experiences.	4.17	0.73	0.83	High	4
22	The supervisor of field experiences of the program and field supervisor are aware of the nature of the task assigned to them (Supervision, follow up, students' evaluation – evaluation for promotion.) based on specified mechanism.	4.21	0.72	0.84	High	3
23	There are mechanisms in the program to verify the unified implementation of the study plan , program and courses' description in the program's branches such as track of male and female (if it is applied)	4.00	0.88	0.80	High	7
	General evaluation of the subject (curriculum)	3.93	0.39	0.79	High	

From the data shown in Table (9) on the extent of fulfillment of practices, to realize the subject of (sub standard curriculum) from the teaching staff s' point of view. The mean has ranged between (3.52 to 4.33) and percent which has ranged between (0.70 to 0.87) for these practices "Teaching courses contain various pattern of self-education**."** and **"**The administration of the program abides by policies and institutional procedures in case of designing, promotion or amendment of the curriculum" respectively, the value of standard deviation has ranged between (0.54 to 0.79) this has indicated that the deviation of the values against the mean is less. Generally the level of realizing the special practices regarding the sub standard of the learning and teaching standard is high except the following practices in middle level such as "Workshops and educational, scientific symposia are organized by the participation of students in the program" , "Approaches of learning and teaching enhance the student's capability to acquire high intellectual skills and self education.", Approaches of learning and teaching enhance the capabilities of student to conduct scientific researches." and "Teaching courses contain various pattern of self-education**".** It is noticed that these practices related to holding workshops and educational symposia for students the thing which has asserted the evaluation of the student to this practice. While the other three practices related to the approaches of learning and teaching which pursued in the academic programs in the faculty, thus the administration of the program has to hold workshops for the teaching staffs in the programs related to the modern approaches of learning and teaching which are suitable with presented circular and encouraging the use of self-education.

2- **The subject of teaching quality and students' evaluation**.

Table (10) The responses of the students regarding the statements of the third subject (teaching quality and students' evaluation)

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1-	Students are provided at the beginning of teaching of every course with the sufficient information on the objectives of the course and the teaching outcomes.	3.53	1.10	0.71	Middle	2
2-	Discussion of the students is carried out on the approaches of learning and teaching which will be followed in the course at the beginning of teaching of every course.	3.46	1.15	0.69	Middle	4

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
3-	Illustration of the students is carried out at the beginning of teaching of every course on the approaches and the time of evaluation followed in the course.	3.63	1.12	0.73	Middle	1
4-	Teaching staffs use various teaching means in teaching.	3.22	1.25	0.64	Middle	8
5-	Teaching methods encourage the participation and interaction of the students.	3.08	1.23	0.62	Middle	10
6-	Teaching staffs abide by learning and teaching strategies mentioned in course and program description.	3.32	1.11	0.66	Middle	7
7-	Teaching staffs abide by evaluation methods mentioned in course and program description.	3.48	1.14	0.70	Middle	3
8-	There is clear and specified mechanism to evaluate students	3.41	1.12	0.68	Middle	5
9-	There are varieties of used evaluation methods of students.	3.06	1.16	0.61	Middle	11
10-	Study regulations in the program provide extra opportunities to help weak students.	2.72	1.36	0.54	Weak	15
11-	The program presents various educational methods coinciding with the differences of students' capabilities.	2.84	1.18	0.57	Weak	13
12-	Test paper contains most targeted teaching outcomes.	3.10	1.28	0.62	Middle	9
13-	Students' feedback on their performance and evaluation results in timely manner to improve their performance.	2.94	1.32	0.59	Weak	12
14-	There is link between theoretical lectures and laboratory lesson	3.40	1.31	0.68	Middle	6
15-	There is declared and applied mechanism to address students' complaints of exam's results.	2.51	1.43	0.50	Weak	17
16-	The response degree of program administration to the students' complaints and proposals is high.	2.52	1.44	0.50	Weak	16
17-	Correction procedures are conducted to address unjust practices with students.	2.78	1.44	0.56	Weak	14
	General evaluation of the subject(the quality of teaching and students' evaluation.	3.12	0.90	0.64	Middle	

Table (10) shows the statement "Illustration of the students in the beginning of teaching of every course is carried out on the approaches and the time of evaluation followed in the course." Achieving the highest mean (3.63) and percent (0.73) the the statement "Students are provided at the beginning of teaching of every course with the sufficient information on the objectives of the course and the teaching outcomes." The mean is (3.53) and percent is (0.71). While the statement "There is declared and applied mechanism to address students' complaints of exam's results." Has come in the last rank, the mean is (2.51) and the percent is (0.50). Generally the evaluation of the students of the extent of realization of the seventeenth statements ,six out of them are weak as following "Study regulations in the program provide extra opportunities to help weak students.", "The program presents various educational methods coinciding with the differences of students' capabilities", "Students' feedback on their performance and evaluation results in timely manner to improve their performance"," There is declared and applied mechanism to address students' complaints of exam's results", "The response degree of program administration to the students' complaints and proposals is high." and " Correction procedures are conducted to address unjust practices with students". All these practices related to the mechanisms of dealing with weak students and how to deal with students' complaints. Thus the program administration has to lay down declared and clear mechanism on how to find out the weak students, deal with them and provide the sufficient academic support. Moreover it has to make declared and clear mechanism on how to address students' complaints, present appropriate solutions from the feedbacks and take the correction procedures.

Table (11) The responses of the teaching staffs regarding the statements of the third subject (teaching quality and students' evaluation)

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
1-	Students are provided at the beginning of teaching of every course with the sufficient information on the objectives of the course and the teaching outcomes.	4.29	0.64	0.86	High	3
2-	Discussion of the students is carried out on the approaches of learning and teaching which will be followed in the course at the beginning of teaching of every course	4.14	0.68	0.83	High	8
3-	Illustration of the students is carried out at the beginning of teaching of every course on the approaches and the time of evaluation followed in the course.	4.24	0.69	0.85	High	4
4-	Teaching staffs use various teaching means in teaching.	4.14	0.78	0.83	High	8
5-	Teaching methods encourage the participation and interaction of the students.	4.19	0.55	0.84	High	6
6-	Teaching staffs abide by learning and teaching strategies mentioned in course and program description.	4.31	0.60	0.86	High	2
7-	Teaching staffs abide by evaluation methods mentioned in course and program description.	4.33	0.57	0.87	High	1
8-	There is clear and specified mechanism to evaluate students	4.21	0.65	0.84	High	5

No	Statements	Mean	Standard deviation	Percent	Services' quality	Rank
9-	There are varieties of used evaluation methods of students.	4.05	0.76	0.81	High	9
10-	Study regulations in the program provide extra opportunities to help weak students.	3.90	0.82	0.78	High	10
11-	The program presents various educational methods coinciding with the differences of students' capabilities.	3.76	0.79	0.75	High	11
12-	Test paper contains most targeted teaching outcomes.	4.14	0.72	0.83	High	8
13-	Students' feedback on their performance and evaluation results in timely manner to improve their performance.	4.17	0.76	0.83	High	7
14-	There is link between theoretical lectures and laboratory lesson	4.31	0.68	0.86	High	2
15-	There is declared and applied mechanism to address students' complaints of exam's results.	4.17	0.62	0.83	High	7
16-	The response degree of program administration to the students' complaints and proposals is high.	4.29	0.60	0.86	High	3
17-	Correction procedures are conducted to address unjust practices with students.	4.33	0.61	0.87	High	1
	General evaluation of the subject(the quality of teaching and students' evaluation.	4.18	0.64	0.84	High	

Table (11) shows the evaluation of the teaching staffs to the extent of the fulfillment the practices of the sub standard "the quality of teaching and students' evaluation " ,the level of their evaluation is high ,the statement "Teaching staffs abide by evaluation methods mentioned in course and program description.", and the statement "Correction procedures are conducted to address unjust practices with students." are In the first rank with the mean (4.33) and percent (0.87). In the second rank comes the practice "Teaching staffs abide by learning and teaching strategies mentioned in course and program description" and the practice "There is link between theoretical lectures and laboratory lesson" the mean is (4.31) and percent is (0.86) . The lat rank is the practice "The program presents various educational methods coinciding with the differences of students' capabilities." With mean (3,76) and percent (0.75). In the rank before the last one comes the practice "Study regulations in the program provide extra opportunities to help weak students" with mean (3.90) and percent (0.78). This has asserted the evaluation of the students to the extent of fulfillment of the study's statement especially in dealing with weak students and the approaches of teaching in the program in term of presenting various educational courses in the program. However the evaluation of the teaching staffs has indicated the fulfillment of this sub standard in all its practices. The program administration has to review courses and program description, add new teaching approaches go in line with circular and encourage self education to realize students' ambition.

To answer the second question, which states that "there are significant difference between the level of fulfillment of the standard of learning and teaching attributed to the presented academic programs by the faculty of applied medical sciences in Najran Universities. The researchers measured the means, standard deviations for the level of the realization of the subjects (sub standards) the standard of learning and teaching based on the variable academic program. In order to clarify the significant differences between the means, F- test is used for the data obtained from the students' opinions and others from the opinions of teaching staffs. Results are shown in tables (12, 13) respectively.

Table (12) illustrate the mean, standard deviation and F- test for the effect of the variable of academic program on the extent of fulfillment of the learning and teaching standard in the faculty of applied medical sciences- Najran University, from the students' point of view.

The subjects of the study	Academic program	Mean	Standard Deviation	T value	Probability values	Significance
Graduates' characteristics and teaching outcomes.	Clinical laboratory	3.46	0.72	0.443	0.643	Insignificant
	Physiotherapy	3.55	0.52			
	Radiation sciences	3.60	0.75			
Curriculum	Clinical laboratory	3.49	0.75	2.281	0.106	Insignificant
	Physiotherapy	3.43	0.57			
	Radiation sciences	3.20	0.75			
The quality of teaching and the evaluation of students	Clinical laboratory	3.38	1.01	3.184	0.045*	Significant
	Physiotherapy					
	Radiation sciences					

*Indicate the existence of significant differences at 5% level among the students' trend based on the variable of discipline.

From the above Table, it is noticed that the students' trends based on the variable of academic program (Clinical laboratory, physiotherapy and Radiation sciences) ,all of them tend towards fulfillment with middle degree for the first subject (graduates' characteristics and teaching outcomes) and the second (curriculum) there are no significant differences in the significant level %5 among the level of fulfillment of the three programs for the probability values regarding the first and the second subjects(0.643 and 0.106) respectively. While there are significant differences in the student' trend in the third subject (the quality of teaching and students' evaluation), the program of clinical laboratory has come first in term of the fulfillment of this subject with mean (3.83).then physiotherapy (3.19) and finally the program of radiation sciences , they are close due to not fulfillment of this subject (2.93). This difference attributed to the nature of the program and the implementation of teaching methods inside the program. Thus the program administration of radiation sciences has to review the evaluation methods of teaching, the used methods of students' evaluation in the program and direct the teaching staffs in the program to raise the level of students' content of teaching methods and the used evaluation methods.

Table (13) presents the mean, standard deviation and (F) test for the effect of the variable of academic program on the extent of fulfillment of the learning and teaching standard in the faculty of applied medical sciences- Najran University, from the teaching staffs' point of view.

The subjects of the study	Academic program	Mean	Standard Deviation	T value	Probability values	Significance
Graduates' characteristics and teaching outcomes.	Clinical laboratory	3.92	0.61	1.239	0.301	Insignificant
	Physiotherapy	4.02	0.15			
	Radiation sciences	4.17	0.4			
Curriculum	Clinical laboratory	٣,٨٢	0.43	1.028	0.367	Insignificant
	Physiotherapy	٤	0.26			
	Radiation sciences	٤	0.41			
The quality of teaching and the evaluation of students	Clinical laboratory	4.17	0.58	0.066	0.936	Insignificant
	Physiotherapy	4.13	0.18			
	Radiation sciences	4.2	0.47			

Table (13) shows that no significant differences at level 0.05 among the means of the fulfillment of the three subjects of the standard of learning and teaching due to the variable of academic programs presented by the Faculty of Applied Medical Science based on the opinion of the teaching staffs in various programs. Thus, the level of fulfillment of the three subjects of the standard is the same, this has indicated that the quality of the standard of learning and teaching in the Faculty of Applied Medical Science is managed centrally from the faculty administration. Thus, the various program administration must implement the policies which are laid down by the higher administration, this has asserted the prior reached results of the students.

To answer the third question, which states that "there are significant differences at level 0.05 for the extent of fulfillment of the standard of learning and teaching in the Faculty of Applied Medical Science in Najran University due to gender variable. To answer this question the researchers calculated the means, standard deviations for the level of the realization of

the standard of learning and teaching in the program of radiation sciences (male and female track) in the Faculty of Applied Medical Science in Najran University based on the variable of gender. In order to clarify the differences in significance for the means, t-test is used for all the obtained data from the responses of students and teaching staffs in the program.

Table (14) presented the means, standard deviation and the result of t-test for the subjects of learning and teaching standard based on gender variable from the students' point of view of radiation science program.

Study subjects	Gender	Mean	Standard deviation	(T) value	Probability values	Significance
Graduates' characteristics and teaching outcomes.	Male	3.55	0.67	0.007	0.935	Insignificant
	Female	3.54	0.77			
Curriculum	Male	3.42	0.66	4.820	0.030*	significant
	Female	3.12	0.83			
The quality of teaching and the evaluation of students	Male	3.29	0.87	12.104	0.001*	significant
	Female	2.72	0.84			

*Indicate the existence of significant differences in 5% level among the students' trend based on the variable of discipline

Table (14) shows that no significant differences at the level of 0.05 between male and female in the students' trends regarding the first subject (Graduates' characteristics and teaching outcomes.). While there are significant differences between male and female in the trends of the students regarding the second subject (curriculum), where the mean of students' evaluation of this subject is middle (3.42) against the female students' evaluation the mean is (3.12). Moreover it is noticed that from the results of the third subject (The quality of teaching and the evaluation of students), in spite there are significant differences in the significant level %5 in favor of male in the level of realization of this sub standard, where the mean for male is (3.29) in level bend to the middle, while the mean for female (2.72) in weak fulfillment level. From these results it is figured out that the practices regarding the realization of the sub standard quality (curriculum) in both male tracks have substantial difference in favor of male students, it may attribute to the quality of accessible educational means , other human resources and infrastructure of the program which help to realize the standard of learning and teaching.

Table (15) shows the means, standard deviations and the result of t-test for the subjects of learning and teaching standard based on gender variable from the teaching staffs' point of view of radiation science program- Najran University.

Study subjects	Gender	Mean	Standard deviation	t-test	Probability values	Significance
Graduates' characteristics and teaching outcomes.	Male	4	0.46	0.99	0.326	Insignificant
	Female	4.16	0.48			
Curriculum	Male	3.94	0.38	0.04	0.852	Insignificant
	Female	3.91	0.45			
The quality of teaching and the evaluation of students	Male	4.17	0.44	0.01	0.919	Insignificant
	Female	4.19	0.54			

The above table has shown there is no significant differences in the significant level %5 between male and female in the trends of the member of teaching staffs in the faculty of applied medical sciences regarding all subjects of the standard (the sub standards) this has indicated the variable of gender has not affect the responses of the members of the teaching staffs.

Recommendations:

In the light of the study results, theoretical and field analysis of the fulfillment of the learning and teaching standard in the academic programs of the faculty of applied medical sciences – Najran University, the researchers have come out with the following recommendations;

- Graduates' characteristics and the targeted teaching outcomes of the students' academic programs and other beneficiaries from the services should be declared by the various media means in paper or electronic.
- Link between labour market and program outcomes through holding appropriate training agreement with the employment bodies of students.
- Promote the used evaluation methods in the program to coincide with measuring of teaching outcomes.
- Program Administration has to lay down appropriate mechanism to review the program and to measure students 'acquisition of teaching outcomes periodically, based on the feedback from the evaluation process.
- Care of the students' integration in the committee of organizing workshop and educational symposia, invite all students in the programs

and urge them to active participation in workshop and symposia held in the faculty.
- Direct teaching staffs in academic programs to care of class and non class activities inside and outside teaching rooms and present full support for students to participate.
- Organize a group of training courses on modern learning and teaching methods for the teaching staffs that cope with the presented courses focusing on the methods of self education.
- Prepare clear and declared mechanism on how to find out weak students, how to deal with them and present necessary academic support.
- Prepare clear and declared mechanism on how to address students' complaints, present appropriate solutions with feedback and take the correct procedures.
- Carry out comparative studies between male and female tracks in radiation science program in term of educational materials, human resources, accessible infrastructure and unify the necessary support for both male and female.

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