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MEASURING THE QUALITY OF EDUCATIONAL SERVICES AND INFORMATION SOURCES AMONG FACULTY MEMBERS: THE CASE OF PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY

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Abstract

This study proposes to assess the degree of faculty members' satisfaction towards the quality of educational services and information sources at Prince Sattam bin Abdulaziz University. In addition, this study also examines the differences in the satisfaction level, if it exists, among faculty members in terms of gender and region. The results of this study showed that the level of quality of educational services and information sources was high. This study recommends that the university should keenly work to maintain the level of quality of services achieved, and clarify plans to increase quality levels to meet the aspirations of faculty members and keep up with their expectations for the quality that fulfills their satisfaction, and conduct studies to determine the relationship between the achieved quality levels and the degree of their satisfaction.

Keywords: *Quality, Educational Services, Information Sources.*

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1. Introduction

The quality of educational services and information sources represent the cornerstone for achieving quality in the University under study. Hence continuous efforts to achieve quality in these two streams, to enhance the basic values and skills of its employees, and to provide an educational environment that contains multiple-types of learning resources, which enable teachers and the learners to gain skills

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and enrich their knowledge. Information technology, modern technologies, and multimedia have introduced in the educational process the new e-learning system **(Darawsha, 2016).**

The rapid and tremendous advancement in information and communications technology has led to fundamental changes in the patterns of education, as well as a shift in teaching methods and the consequent shift in the teaching process and the way students and professors access information. Moreover, it has led to interaction between them in an atmosphere of discussion and a collaborative collective learning space. The University administration provides them with all the necessary facilities and enables them to overcome the obstacles that restrict it **(Nasimah, 2017).**

2. Literature Review

Quality is a scale of the level of conformity of the level of service to the expectations of customers. Hence the study of those expectations, to find out how the service provider achieves them in reality **(Weitz and Wessley, 2002).** Crosby defined quality as the extent of conformity with requirements. More the product specifications match the requirements of the customer, more the best product appears **(Al-Mikhlafi, 2016)**. There are multiple standards of service quality, as there are no fixed standards for measuring the quality of service that can be generalized to all service organizations. Each service sector develops appropriate standards to measure the quality of service **(Khadija, 2013).** The quality of the educational service of the university is defined as "a set of characteristics and total features, that should be available in the educational service so that this service can obviously lead to

qualifying of the student and providing him with knowledge, skills, and experiences during the academic years of study and preparing him/her in the form of a distinctive university graduate, capable of achieving his development goals and developmental objectives of society **(Khadija, 2013).**The 'source' is defined in the libraries and information dictionary as any document or material that provides useful information to anyone, whether it is a writer, researcher, or beneficiary **(Ben Mana & Miqdad, 2021).** The sources of information include any document, that provides beneficiaries with the required information, whether it is in the library or at one of the information centers or as part of the information services. **Hamdan and Talal Study (2012)** examined the quality of the educational service and its impact on student satisfaction at the University of Applied Sciences for the Hashemite Kingdom of Jordan. The study made a number of recommendations of which the most important is the University's continuing emphasis on commitment and continuous development of the educational plan and improving programs to increase the quality of the educational process. **Khadija Study (2013)** concluded that the characteristics of service quality occupy the highest importance in meeting the largest possible number of student requirements, which are a limited and clear evaluation mechanism, clear communication channels, multi-functional cooperation, and a renewed and developed curriculum that contributes to raising the quality of service in the higher educational sector.

3. Statement of the Problem

This study proposes to measure the quality of educational services and information sources,

among teaching staff at Prince Sattam bin Abdulaziz University. This study is important since it is conducted in a country, that is characterized by lack of studies in general and the quality of educational services and information sources in particular. Further, this study fills in part the gap identified in the extant research, regarding issues of educational services and information sources.

4. Need of the study

This study is important because it is related to the teaching and learning process and how this can directly impact the educational outcomes. In particular, this study reports the reality of the educational process and how to develop plans for continuous improvement and development. In addition, this study could help the teaching staff on how to be aware of the service quality level, provided by the university, meeting the quality standards and academic accreditation.

5. Objectives of the Study

The objectives of this study were as follows:

1. Measuring the level of quality of educational services and information sources from the viewpoint of faculty members.

2. Establishing a culture of measurement, to satisfy the needs of the decision center by providing it with data and indicators that assist in carrying out the process of perpetual planning and improvement.

3. Determining the differences in the levels of quality of educational services and information sources from the viewpoint of the faculty members according to gender and region.

6. Hypotheses of the study

H1: There is a high degree of satisfaction among the faculty members at Prince Sattam bin Abdulaziz University, towards the quality of educational services and information sources.

H2: There are significant differences between the averages of the evaluation of faculty members at Prince Sattam bin Abdulaziz University, towards the quality of educational services and information sources, due to the gender variable.

H3: There are no significant differences between the averages of faculty members' evaluation at Prince Sattam bin Abdulaziz University, towards the quality of educational services and information sources, due to the variable of region.

7. Research Methodology

7.1 Sample Selection

This study employed a survey-based methodology, to collect data from a sample, consisting of male and female members from different colleges and programs of the University, across its various branches. The population of this study was 1820 teaching staff at Prince Sattam bin Abdulaziz University. Simple random sample technique was used for selecting the respondents. 683 sample respondents were selected for this study (**Table 1**).

7.2 Source of Data

The data for the study were collected from the teaching staff at Prince Sattam bin Abdulaziz University. This study administered a structured questionnaire, with the five point likert scale, for collecting the data.

7.3 Period of Study

The survey instrument was administered between January 2021 and March 2021, by the researchers themselves.

7.4 Tools used in the Study

Statistical, descriptive and analytical methods were used, such as mean and standard deviation, T-test, and mono-variance analysis test, to verify the research hypotheses. SPSS software was used for analyzing the data.

8. Data Analysis

The descriptive analysis, based on gender variable, was used to test the **H1**. **Table-2** shows a high degree of satisfaction, reported by the faculty members towards the quality of educational services and information sources, as this average reached 3.6 and by homogeneity at 0.71 in general. The degree of male satisfaction reached a high degree of 3.7, with homogeneity of 0.71. Regarding females, it reached a high degree of 3.6, with homogeneity of 0.70. Hence the **H1** hypothesis of the research, which states, "There is a high degree of satisfaction among the faculty members at Prince Sattam bin Abdulaziz University, towards the quality of educational services and sources of information", was accepted.

Table-3 illustrates the results of the t-test and Levene's Test for homogeneity. The gender variable recorded statistically significant differences in general, where the P. Value was less than the value of the level of significance at 5%, which indicated that there was statistically significant difference between genders. In other words, the gender variable reports statistically significant differences in the total sum, where the mean arithmetic for males was 3.7, and for it was females 3.6, where the value of Sig (P. Value) had reached 04.0, which was less than the top 5%. In other words, there was statistically significant difference in favor of males at the level of 5%. The results indicated that although all educational services and sources of information were supposed to be equal and both genders were provided with the same quantity and quality in all university facilities, the female section reported a lower degree of satisfaction. Hence hypothesis **H2** was rejected. To test hypothesis **H3**, a one-way-ANOVA test was used, to analyze the differences between the average opinions of faculty members according to the region, at a significant level (5%). **Table-4** demonstrates that the region variable did not generally reveal the existence of any significant differences in the opinion of the faculty members, hailing from different regions, toward the evaluation of the quality of educational services and information sources. Therefore, hypothesis **H3** was rejected.

9. Findings of the Study

This study found high degree of satisfaction among faculty members towards the quality of educational services and information sources. In addition, this study also observed significant gender differences in terms of degree of satisfaction by the faculty members, towards the quality of educational services and information sources. Further, insignificant differences were reported among the university's branches, with regard to the degree of satisfaction by faculty members, towards the quality of educational services and information sources.

10. Suggestions

In the light of the research results, the researchers recommend the following:

1. Increasing an interest in improving the quality of educational services and information sources and expanding the use of modern technologies.

2. Continuous evaluation of opinions of the teaching staff on the services provided to them periodically, to enhance the development of the educational process.

11. Conclusion

This study concludes that the level of quality of educational services and information sources was high. Hence the faculty members were satisfied with the facilities, equipment, library services, laboratories, classroom facilities, training services and educational technology, available in the campus. This study also concludes that there were significant differences between the averages of evaluation by faculty members and it was attributed to the gender variable. But there were no significant differences, at the level of significance, between the averages of evaluation by teaching faculty, due to the variable of region.

12. Limitations of the Study

In spite of the fact that this paper had achieved its objective of reporting the degree of faculty members' level of satisfaction towards the quality of educational services and information sources, this study was still subject to several limitations. This study focused only on the quality of educational services and information sources. The sample of this study consisted of only teaching faculty. This study was conducted only at one Saudi University, which was Prince Sattam bin Abdulaziz University.

13. Scope for Future Research

Due to the limitations of this study, there are still several opportunities for future studies to consider. Future studies could consider examining other services like academic counseling, learning sources, equipment and facilities, students' activities. Future line of research may consider a different sample like administrative employees, leaders, and students. Saudi Arabia's other Universities may also be considered for examining the quality of educational services and information sources.

14. Acknowledgement

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Table-1: Distribution of the Sample Population according to the Search Variables (Gender and Region)

Region / Branch	Gender		Total
	Male	Female	
Al-Kharj	217	140	357
Al-Dalam	1	35	36
Al-Houta	29	28	57
Al-Aflaj	24	28	52
Al-Sulail	38	40	78
Wadi Al-Dawasir	50	53	103
Total	359	324	683

Source: Primary data computed using SPSS software

Table-2: Descriptive Statistics of the Opinions of Faculty Members According to the Gender Variable and the General Estimate.

Gender	Mean	N	Std. Deviation
Male	3.7	359	0.71287
Female	3.6	324	0.70143
Total	3.6	683	0.70905

Source: Primary data computed using SPSS software

Table-3: T-Test and Levene's Test for Homogeneity for Measuring the Quality of Educational Services and Information Sources among Faculty Members

Levene's Test for Equality of Variances		Independent Samples Test				
		F	0.10924	t	df	Sig. (2-tailed)
Total	Equal Variances Assumed	0.10924	0.413	2.015	681	0.044
	Equal Variances not assumed			2.017	675.930	0.044

Source: Primary data computed using SPSS software

Table-4: One-way-ANOVA Test for Measuring the Quality of Educational Services and Information Sources among Faculty Members

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.074	5	0.815	1.628	0.150
Within Groups	338.805	677	0.500		
Total	342.879	682			

Source: Primary data computed using SPSS software