

Quality and Accreditation Standards in Physical Education Colleges in Libyan Public Universities from the Point of View of Executive Management

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ABSTRACT

**This research aims to identify quality standards in physical education colleges in
Libyan public universities, in relation with educational literature and the most**

important drivers of interest in implementing the quality assurance and accreditation system in universities. To achieve the research objectives, the descriptive method using the survey method was used. The sample consisted of ninety (90) individuals from the executive management in the colleges, thirty-eight (38) quality coordinators in the departments in the colleges, and fifty-two (52) department heads. In this research, a questionnaire form was applied that included four (4) axes and fifty-eight (58) statements, and statistical treatments were applied using the SPSS version 2020 software. The most important results of this study are that the college sets its goals based on its vision and mission in line with the needs of society through effective strategies announced in a public place to be a reference for evaluating progress in the college. It was also concluded that the college's human resources (trainers and administrators) are sufficient to perform the tasks assigned to them through the work of committees and work teams and writing periodic reports on achievements, work performance, and development. The College Council also makes its decisions according to clear and specific tasks with the formation of distinguished work teams. One of the most important recommendations of the research is the college council's approval of formulating the college's vision and mission, the need to emphasize the presence of a quality and accreditation office in every college and unit for every department in the organizational structure of physical education colleges in Libyan public universities, and the necessity of developing a guideline for quality standards for accreditation in physical education colleges in Libyan public universities. .

Keywords: Quality standards, accreditation standards, colleges of physical education, executive management, human resources.

INTRODUCTION

The quality of higher education has received great attention in most countries of the world, which made thinkers call this era the era of quality, as it is one of the basic pillars of the successful management model [1].

The world is currently witnessing a significant increase in interest in the quality of university education. This interest is in relation with scientific and technological progress, economic changes and educational expansion, new social pressures on higher education institutions, and increased motivation for academic education. Therefore, the pursuit of achieving quality in educational institutions has become a necessary requirement, requiring the development of indicators and standards for it [2].

The concept of accreditation in higher education is a system of integrated components and elements that aim to examine and evaluate the level of quality of education applied in higher education institutions. This system aims to determine the extent of these institutions' ability to achieve what is known as quality improvement and quality assurance [3].

To achieve development in all its dimensions, we must carry out a permanent evaluation process in consideration of specific objective criteria and indicators prepared in advance, drawn from the best local, regional and global experiences.

In addition, an appropriate approach to development must be followed, advanced and comprehensive training programs must be prepared, competent training expertise must be used, and modern educational technology must be used effectively [4].

On the basis of what was mentioned, it is clear that the issue of preparing universities and colleges for accreditation and ensuring quality is one of the issues that occupies an important position among educational development projects. We note that this is the reason for the increasing gap between the outputs of these institutions and the requirements of the market needs, and the necessity of subjecting the educational system in these institutions to a tighter and more precise accountability system. On this basis, it can be concluded that there is an urgent need to prepare Libyan public universities before proceeding to obtain the accreditation and quality assurance certificate. Therefore, some requirements must be provided that prepare the college departments to implement the accreditation and quality assurance system, and this is what the current study is trying to achieve by identifying a set of policies, procedures, and variables that must be implemented in all aspects of the educational process in the faculties of physical education in Libyan universities. The goal is to achieve a high level of performance in light of the accreditation and quality assurance standards set by the National Authority for academic accreditation and evaluation and prepared in accordance with the standards of recognized external bodies. We have represented some of the experiences and experiences of some of the leading countries in this field.

Research Hypotheses

To learn about quality and accreditation standards to meet the requirements for implementing quality education and relying on it, the following main research hypotheses can be presented:

- There is a positive trend in the current quality and accreditation standards in place in physical education colleges in Libyan public universities.
- College administrations strive to excel in applying quality standards.
- We suppose that there are funding sources to implement quality requirements in colleges of physical education.
- Mechanisms are available for implementing the quality and accreditation system for colleges of physical education.

Research Importance

The importance of the research revolves around the following:

- The importance of the issue of quality and accreditation in colleges of physical education, which is a research topic that can gain local support as a complementary formula to the quality system.
- Implementing the quality assurance and accreditation system is one of the vital issues that deserves attention at the present time in all Libyan universities due to the modernity and necessity of this system in Libya.
- The research is considered a result of the findings of previous studies and specialized research in the field of evaluating the quality assurance system used to identify its advantages and disadvantages.
- The research may contribute to spreading the culture of comprehensive quality in university education in Libya.

Research Aims

The primary objective of this research is to identify quality standards of physical education colleges in Libyan public universities by achieving the following objectives:

- Defining the conceptual framework for quality assurance and accreditation, and the relationship between quality assurance and accreditation.
- Introducing the quality and accreditation standards that can be applied in colleges of physical education in universities.
- Developing proposals to develop quality and accreditation standards that can be applied in colleges of physical education.

RESEARCH METHODOLOGY

To achieve the research objectives and to verify the hypotheses, the descriptive method using the survey method was used, due to its suitability to the nature of the research.

Research Sample

In this research, a comprehensive inventory method was used for the research community at the level of executive management in colleges. The sample consisted of ninety (90) individuals from the executive management in the colleges, thirty-eight (38) quality coordinators in the departments in the colleges, and fifty-two (52) department heads.

The research population and sample were divided as follows:

- The exploratory study sample consists of twenty (20) individuals for the purpose of codifying the questionnaire form from the original research community and from outside the basic study sample.
- The basic study sample consists of seventy (70) individuals for the purpose of applying the research questionnaire.

Data Collection Tools

In this research, we relied on a reference survey and review and analysis of specialized references in the field. In addition, previous studies were used to prepare the research form as a basic tool for collecting data with the aim of identifying quality and accreditation standards in colleges of physical education.

Scientific Procedures for The Questionnaire Form

To verify the validity of internal consistency, the axes were presented to the survey research sample, which numbered twenty (20) individuals, in order to find the correlation coefficient between the score of each statement and the score of the axis to which it belongs and the total score of the questionnaire form, and this is what Table n° 1 shows.

Table n°1 : Correlation coefficient of questionnaire statements. (n=20)

The college's goals, vision and mission		Distinguished college management		Material capabilities		Mechanisms for implementing quality and accreditation			
Phrase number	Honesty degree	Phrase number	Honesty degree	Phrase number	Honesty degree	Phrase number	Honesty degree	Phrase number	Honesty degree
1	0.664*	12	0.766*	21	0.756*	32	0.529*	44	0.699*

2	0.803*	13	0.653*	22	0.922*	33	0.451*	45	0.801*
3	0.775*	14	0.599*	23	0.569*	34	0.587*	46	0.480*
4	0.691*	15	0.624*	24	0.902*	35	0.688*	47	0.621*
5	0.756*	16	0.691*	25	0.658*	36	0.691*	48	0.469*
6	0.801*	17	0.824*	26	0.458*	37	0.801*	49	0.717*
7	0.657*	18	0.547*	27	0.754*	38	0.480*	50	0.562*
8	0.708*	19	0.556*	28	0.589*	39	0.621*	51	0.512*
9	0.788*	20	0.452*	29	0.617*	40	0.469*	52	0.699*
10	0.726*			30	0.753*	41	0.717*	53	0.901*
11	0.818*			31	0.456*	42	0.562*	54	0.688*
						43	0.512*	55	0.741*
								56	0.745*
								57	0.795
								58	70.88

*Statistically significant at $p < 0.05$ (Pearson cross-tab correlation coefficient = 0.433)

It is clear from Table n°1 that the correlation coefficient between each statement and the score of the axis to which it belongs and the total score is statistically significant at the significance level ($p < 0.05$).

In addition, the reliability was verified using Cronbach's alpha coefficient to find the stability of the questionnaire statements and the stability of the questionnaire axes, as shown in Table n° .
2

Table n°2: Reliability coefficients of the questionnaire form using Cronbach's alpha coefficient. (n=20)

Research axes	Number of phrases	Degree of stability	Degree of significance
The college's goals, vision, and mission	11	0.88	0.01
Distinguished college management	9	0.92	0.01
Material capabilities	11	0.93	0.01
Mechanisms for implementing quality and accreditation	27	0.85	0.01
The total scale	58	0.874	0.01

It is clear from Table n°2 regarding the reliability coefficients of the questionnaire form using Cronbach's alpha coefficient that all of them are significantly significant at the significance level ($p < 0.01$), which indicates the reliability of the questionnaire form.

Time Domain

The questionnaire form of the research was applied in the period from October 3, 2023 to October 25, 2023.

Statistical Treatments Used in the Research

Statistical processing was done using SPSS version 2020 as follows:

- The Pearson correlation coefficient to calculate the validity of the internal consistency between the questionnaire statements
- Cronbach's alpha coefficient to calculate the reliability of the questionnaire

- The Chi-square test of independence to calculate the differences between the responses of the research sample's opinions
- The prevailing trend to determine the direction of the responses of sample members
- Percentage of agreement to determine the percentage of agreement of the research sample's opinions on the statements of the questionnaire form.

RESULTS AND DISCUSSION

The research results confirm that there is a positive trend in the current quality and accreditation standards in place in physical education colleges in Libyan public universities. This is a confirmation of the first hypothesis of this research. The table n°3 shows the research sample's responses to the first axis statements.

It is clear from table n°3 that all statements are statistically significant, as the calculated Chi-square is greater than its tabulated value, as its largest value is 62.229 for statement n° 2 and its lowest value is 6.914 for two statements n°9 and n° 11.

It is also clear from the table that the responses of the research sample were in the direction of (Agree) with an agreement rate that ranged between 65.71% and 97.14%, which indicates that clear and precise standards are available for the college's goals, vision, and mission, as the phrase n° 2 (specifies the college's goals are based on its vision and mission in line with the needs of society) with a rate of 97.14%, and in second place was phrase n° 7 (The college develops a plan to improve its performance in light of its vision and mission) with a rate of 95.71%, while in the last place came phrases n° 9 and n°11. this is in agreement with what Al-Ayashi [5] and Al-Batri [6] indicated that the first essential step in management processes is to formulate a comprehensive vision for the organization for continuous development to ensure its effectiveness and comprehensiveness. This abstract and general idea with philosophical content is also a future perspective for management and workers and a source of a sense of loyalty and common belonging.

This vision has the broadest meanings and the broadest horizons in time and in the direction toward the future. It includes philosophy, goals, admission, administration, faculty members, programs, financial capabilities, resources, evaluation methods, and continuous review of programs. All of this represents the goals that are the final results that the administration wants to achieve.

Table n°3: The research sample's responses to statements for the first axis (n=70)

N.	Phrase content	The answer: I agree		The answer: I disagree		Chi-square	Significance degree
		Repetition	The ratio %	Repetition	The ratio %		
1	The College Council approves the formulation of the college's vision and mission	61	87.14%	9	12.86%	38.629	0.05
2	The college determines its goals based on its vision and	68	97.14%	2	2.86%	62.229	0.05

	mission in line with the needs of society						
3	The message can be achieved through effective strategies	63	90.00%	7	10.00%	44.800	0.05
4	Specific message formulation guides decision-making processes	62	88.57%	8	11.43%	41.657	0.05
5	The thesis relates to all college activities and tasks	53	75.71%	17	24.29%	18.514	0.05
6	The vision, mission, and goals are a reference for evaluating progress in the college	58	82.86%	12	17.14%	30.229	0.05
7	The college develops a plan to improve its performance in light of its vision and mission	67	95.71%	3	4.29%	58.514	0.05
8	The vision and mission are announced in a public place	65	92.86%	5	7.14%	51.429	0.05
9	The college's vision and mission are reviewed periodically	46	65.71%	24	34.29%	6.914	0.05
10	Participation of all college employees in preparing the college's vision and mission	51	72.86%	19	27.14%	14.629	0.05
11	Participation of beneficiaries in formulating the college's vision and mission	46	65.71%	24	34.29%	6.914	0.05

*Statistically significant at $p < 0.05$ (tabular CA = 3.841) The prevailing trend: Disagree (0 - less than 50%) Neutral (50%) Agree (Greater than 50%)

About presenting and discussing the second hypothesis, the subject of which is the direction of college administrations towards excellence in applying quality standards, it is clear from the table n°4 that there is no statistical significance for the two statements n°16 and n°17, where the calculated Chi-square is less than its tabulated value.

Table n°4: The research sample's responses to statements for the second axis (n=70)

N.	Phrase content	The answer: I agree		The answer: I disagree		Chi-square	Significance degree
		Repetition	The ratio %	Repetition	The ratio%		
12	The College Council makes its decisions according to clear and specific tasks	59	84.29%	11	15.71%	32.914	0.05
13	The Dean of the College follows up on the practices	60	85.71%	10	14.29%	35.714	0.05

	that take place within the College						
14	In its dealings with students, the college provides an ethical model	64	91.43%	6	8.57%	48.057	0.05
15	Forming quality work teams of distinguished workers with specific tasks	52	74.29%	18	25.71%	16.514	0.05
16	Providing a climate of trust, respect and human relations to work in a team spirit	31	44.29%	39	55.71%	0.914	Non-functional
17	The college applies the content of the rules and regulations accurately and fairly	27	38.57%	43	61.43%	3.657	Non-functional
18	Creating a good work environment in the college to accept the culture of accreditation	51	72.86%	19	27.14%	14.629	0.05
19	The college is concerned with enhancing loyalty and stimulating belonging to work in it.	57	81.43%	13	18.57%	27.657	0.05
20	Providing college leaders with attitudes, knowledge and skills that make them more committed to working there.	64	91.43%	6	8.57%	48.057	0.05

*Statistically significant at $p < 0.05$ (tabular CA = 3.841) The prevailing trend: Disagree (0 - less than 50%) Neutral (50%) Agree

It is also clear from this table that the responses of the research sample were in the direction of « disagree » for the statement n° 16 with a percentage of 55.71%, which indicates the excellence of the college administration, as the phrases n°14 and n° 20 came in first place with a percentage of 91.43%, which indicates the role which is carried out by the dean of the college to follow up on the practices that take place within the college with the aim of providing the college leaders with attitudes, knowledge, and skills that will make them more committed to working in it, while the phrase n° 17 came in last place.

The results found by Al-Zahrani [7] and Al-Sarhan [8] confirm that the universities' practice of standard learning and teaching is achieved to a high degree, and that there is a positive relationship with statistical significance between the Libyan universities' focus on organizational culture and the marketing of educational outcomes. The universities' standard practices came from scientific research and institutional relations. In society to a moderate degree.

Concerning the third hypothesis of this study which states that the presence of funding sources to implement quality requirements in colleges of physical education , the table n° 5 indicates

that there is no statistical significance for the statements n°23, n°24, n°25 where the calculated Chi-square is less than its tabulated value, as it's evident from this table, the research sample's responses in the direction of « agree » for the statements n°21, n°24, n°27, n°28, n°29 and n°30 at a rate ranging between 52.86% and 90%.

Table n°5: The research sample's responses to statements for the third axis (n=70)

N	Phrase content	The answer: I agree		The answer: I disagree		Chi-square	Significance degree
		Repetition	The ratio %	Repetition	The ratio %		
21	Toilets are clean and meet hygienic conditions	63	90.00%	7	10.00%	44.800	0.05
22	The college implements a comprehensive maintenance and cleaning program for its buildings and equipment	25	35.71%	45	64.29%	5.714	0.05
23	The college adheres to safety and security rules	29	41.43%	41	58.57%	2.057	Non-functional
24	Availability and suitability of laboratories and equipment	37	52.86%	33	47.14%	0.229	Non-functional
25	The resources required to implement educational programs are available	20	28.57%	50	71.43%	12.857	0.05
26	Providing modern means and information technology	63	90.00%	7	10.00%	44.800	0.05
27	There is evidence of the availability of suitable and available material resources.	9	12.86%	61	87.14%	38.629	0.05
28	There are suitable spaces for college programs and services	50	71.43%	20	28.57%	12.857	0.05
29	Suitability of classrooms and their equipment	37	52.86%	33	47.14%	0.229	Non-functional
30	The college provides facilities and clubs for practicing sports	68	97.14%	2	2.86%	62.229	0.05
31	The local community, companies and businessmen provide support to the college	1	1.43%	69	98.57%	66.057	0.05

*Statistically significant at $p < 0.05$ (tabular CA = 3.841) The prevailing trend: Disagree (0 - less than 50%)
Neutral (50%) Agree (Greater than 50%)

It should be noted that phrase n° 30 came in first place with a percentage of 97.14%, while in the last ranking came phrase n° 31 with a percentage of 1.43%, Which indicates that the bathrooms are clean and meet public health conditions, the availability and suitability of devices and means, and the provision of modern information technology. There are also

suitable spaces for the college's programs and services, suitable classrooms and their equipment. The college provides facilities and clubs for practicing sports. These results also indicate that there is evidence of the availability of appropriate financial resources from the state and from private companies supporting the college, and that the college is committed to safety and security rules. The results found by some authors [6,9] confirm that the financial obstacles are the highest obstacles, followed by administrative obstacles, and lastly obstacles related to faculty members. The college is implementing a comprehensive maintenance and cleaning program for its buildings and equipment, which indicates a deficiency in the number of tools and facilities for beneficiaries.

In addition, it was noted that there was a deficiency in information capabilities regarding the efficiency of employees in terms of their experience, and the lack of interest of management in polling employees' opinions regarding the work plan or the problems facing the development and improvement of work

Regarding the fourth hypothesis, table n° 6 summarizes the response to the availability of mechanisms for implementing the quality and accreditation system for colleges of physical education. The data presented in this table confirms the presence of statistical significance for all statements, as calculated Chi-square is greater than its tabulated value.

Table n°6: The research sample's responses to statements for the fourth axis (n=70)

N.	Phrase content	The answer: I agree		The answer: I disagree		Chi-square	Significance degree
		Repetition	The ratio %	Repetition	The ratio %		
32	Providing an administrative structure that meets the requirements of administrative work and its current and future burdens.	67	95.71%	3	4.29%	58.514	0.05
33	The presence of a college council that understands, cooperates, and is qualified to achieve the desired goals.	69	98.57%	1	1.43%	66.057	0.05
34	Administrative workers have previous experience in the field of administrative work.	61	87.14%	9	12.86%	38.629	0.05
35	Organizing various training programs to raise employees' competencies and skills.	70	100.00%	0	0.00%	70.00	0.05
36	Determine the job description, tasks, and powers for each administrative position to avoid overlapping powers.	67	95.71%	3	4.29%	58.514	0.05
37	Organizing periodic meetings between workers in the administrative field to present their problems and suggestions and answer their questions.	63	90.00%	7	10.00%	44.800	0.05

38	Introducing students before they join the colleges of physical education and sports sciences with information about the entire administrative system.	67	95.71%	3	4.29%	58.514	0.05
39	Provide complete confidentiality of student records that show all information.	64	91.43%	6	8.57%	48.057	0.05
40	Clearly announcing the policies and mechanisms of the colleges of physical education and sports sciences.	61	87.14%	9	12.86%	38.629	0.05
41	The Deanship of the College adopts a quality policy that is characterized by flexibility and transparency in the management of the College.	59	84.29%	11	15.71%	32.914	0.05
42	Assigning administrative tasks to qualified and trained people to complete various tasks.	65	92.86%	5	7.14%	51.429	0.05
43	Introducing modern technology into management.	68	97.14%	2	2.86%	62.229	0.05
44	Implementing the electronic transactions system in issuing regulations and instructions.	70	100.00%	0	0.00%	70.00	0.05
45	Holding training courses for administrators to train them on the art of dealing with the public - the art of leadership and dealing with subordinates - handling complaints and problems - writing reports - managing meetings.	70	100.00%	0	0.00%	70.00	0.05
46	Choosing leaders who are characterized by flexibility - boldness in decision-making - innovation - achievement - innovation.	70	100.00%	0	0.00%	70.00	0.05
47	Rotating administrative work between different competencies and leaders and excluding those proven to be incompetent.	69	98.57%	1	1.43%	66.057	0.05
48	Holding periodic meetings to discuss negatives, address problems, and exchange different opinions and viewpoints.	60	85.71%	10	14.29%	35.714	0.05
49	Adopting a policy of administrative decentralization, distributing tasks, and delegating powers.	70	100.00%	0	0.00%	70.00	0.05
50	Working to achieve justice and equality for all.	70	100.00%	0	0.00%	70.00	0.05
51	Adopting a system of accountability and accountability for superiors and subordinates.	70	100.00%	0	0.00%	70.00	0.05

52	Encouraging excellence in administrative work and adopting an incentive system and rewards for innovators.	70	100.00%	0	0.00%	70.00	0.05
53	Make the most of available resources and strive to provide what is not available.	70	100.00%	0	0.00%	70.00	0.05
54	Continuous follow-up and evaluation of administrative sectors, with the need for improvement and development in light of the evaluation results.	69	98.57%	1	1.43%	66.057	0.05
55	Providing the necessary financial resources to complete projects.	70	100.00%	0	0.00%	70.00	0.05
56	Optimal utilization of financial resources so that programs are completed with the best quality and lowest cost.	70	100.00%	0	0.00%	70.00	0.05
57	The College Council consists of:						0.05
57/1	Dean of the College	70	100.00%	0	0.00%	70.00	0.05
57/2	Assistant for Scientific Affairs and Postgraduate Studies	70	100.00%	0	0.00%	70.00	0.05
57/3	Administrative Affairs Assistant	70	100.00%	0	0.00%	70.00	0.05
57/4	Student Affairs Assistant	70	100.00%	0	0.00%	70.00	0.05
57/5	Quality assurance officer	70	100.00%	0	0.00%	70.00	0.05
57/6	Secretary of the College Council	70	100.00%	0	0.00%	70.00	0.05
57/7	Heads of Departments	70	100.00%	0	0.00%	70.00	0.05
58	The College Council is responsible for:						0.05
58/1	Drawing up the general policy of the college to achieve its objectives stipulated in this system.	70	100.00%	0	0.00%	70.00	0.05
58/2	Follow up on the performance of the college and its employees in light of the regulations.	70	100.00%	0	0.00%	70.00	0.05
58/3	Evaluating the educational process in the college based on feedback.	70	100.00%	0	0.00%	70.00	0.05
58/4	Approving its educational programs and determining the specializations and academic degrees it will grant.	70	100.00%	0	0.00%	70.00	0.05
58/5	Periodic evaluation of educational programs and continuous improvement.	70	100.00%	0	0.00%	70.00	0.05
58/6	Approval of final exam results for college students.	70	100.00%	0	0.00%	70.00	0.05
58/7	Approving general plans to provide the capabilities to achieve the college's goals.	70	100.00%	0	0.00%	70.00	0.05
58/8	Working to develop the college's resources and investing its funds.	70	100.00%	0	0.00%	70.00	0.05
58/9	Working to develop and modernize the college's performance.	70	100.00%	0	0.00%	70.00	0.05
58/10	Deciding on topics referred to it	70	100.00%	0	0.00%	70.00	0.05

	by the college department councils.						
58/11	Forming the administrative structure of the college.	70	100.00%	0	0.00%	70.00	0.05

*Statistically significant at $p < 0.05$ (tabular CA = 3.841) The prevailing trend: Disagree (0 - less than 50%)
Neutral (50%) Agree (Greater than 50%)

It is also clear that the responses of the research sample were in the direction of « Agree » for all statements at a rate ranging between 84.29% and 100%, as the phrases from n°44 to n°46 and from n°49 to n°53 and from n° 55 to n°58 with a percentage of 100%, while phrases n° 41 came in last place with a percentage of 84.29%. This is what was indicated by the study of Al-Mamouri and Al-Jubouri [10], which concluded that sports bodies need a clear organizational structure in order to be able to determine the relationships between the members of this body, to continue to perform its activities, and to achieve its goals successfully and efficiently. The Belash et al [11] study also recommended the necessity of working to provide the elements for applying quality standards and academic accreditation, and that academic accreditation has an important impact on educational programs. This is confirmed by the results of Yeung [12] study that three levels of sustainable development have been identified, namely; engaging stakeholders, achieving educational goals and community needs to meet quality at the organizational level, raising awareness of environmental issues and competency-based concepts, and providing exposure to real experiences to meet quality at the teacher level; defining the role of the learner to meet quality at the student level. These three levels were transformed into quality indicators to evaluate the good performance of higher education institutions to achieve sustainability.

CONCLUSIONS

This research led to the following conclusions:

- The college determines its goals based on vision and mission in line with the community's needs through effective strategies announced in a public place to serve as a reference for evaluating progress in the college.
- Participation of all college employees in preparing the college's vision and mission.
- The college's human resources (trainers and administrators) are sufficient to perform the tasks assigned through the work of committees and work teams and writing periodic reports on achievements, business performance and development.
- The college council makes its decisions according to clear and specific tasks with the formation of distinguished work teams.
- The college does not implement the content of the rules and regulations accurately and fairly
- The administrative structure meets the requirements of administrative work and its current and future burdens
- Continuous follow-up and evaluation of administrative sectors, with the need for improvement and development in consideration with the evaluation results.
- Organizing various training programs to raise employees' competencies and skills by introducing modern technology into management.
- Encouraging new ideas presented by faculty members to develop academic courses.

RECOMMENDATIONS

In light of the research conclusions, the following recommendations can be made:

- It is necessary to emphasize the presence of an office and unit for quality and accreditation in the organizational structure of physical education colleges in Libyan public universities.
- The university administration should seek to establish an academic development program for faculty members with appropriate mechanisms for appointment and promotion, as well as an integrated objective evaluation system by reviewing the regulations and governing laws while providing the appropriate environment, time, and incentives
- Providing appropriate budgets by the competent authorities to provide appropriate academic support services, such as devices and equipment. This also can support the specialization and an academic information system, in addition to an integrated scientific library in which specialized technical personnel and an electronic information system are available.

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