

EDUCATION AND CULTURE

QUALITY ASSURANCE AT JORDANIAN UNIVERSITIES: A CRITICAL FUNCTION

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ABSTRACT

Aim: Quality assurance in universities is significant for their accreditation and performance in the country. Different quality assurance policies and programs are established in the universities in Jordan. The purpose of this study was to investigate the impact of creativity, accreditation, public trust, confidence in programs and establishment of standards on quality assurance in Jordanian universities. **Methodology:** Data was collected from academic leaders and professors using a Likert scale questionnaire. JASP statistical tool version 0.19.0 was employed for regression analysis. **Result:** The study found a significant and positive impact of creativity, accreditation, public trust, confidence in programs and establishment of standards on quality assurance in Jordanian universities. The findings of this research are new contribution to literature. **Conclusion:** The study provides understanding to policymakers and practitioners to improve quality assurance in Jordanian universities.

KEY WORDS

Quality Assurance, Critical Function, Jordanian Universities, Higher Education.

INTRODUCTION

The modern day universities are working into an advanced landscape where the quality of management and boost in students' future performance is noticed (Gamage et al., 2020). It is important to understand that when the students are motivated to give good performance, they seek support from the university and management to improve their behaviour. The management of universities, on the other hand, is required to work in significant directions which can help to develop creativity in working and efficiently achievement of goals (McGhee, 2021). The higher education department has a significant role in developing management skills and boosting the performance of the universities. Universities are required to follow international standards which are helpful and way forward guide for future working (Mok & Sawan Khai, 2024). The universities in Jordan are working on the significant direction where the management has key role. Similarly, the direction set by the education departments are being followed to provide a good environment for learning and performance (Kwarteng, 2022). It is significant to understand that when a university is supported by the top management, the outcomes of the university is improved which has a strategic importance in case of Jordan. Despite all the important working, the quality assurance has remained a significant challenge in performance of universities in Jordan (Al-Ramahi & Odeh, 2020).

The traditional style of working by the management is a significant challenge in working of universities in Jordan. In that environment, it has become difficult to implement new ideas of working which can positively influence the performance of management in the country (Al-Imarah, Shields, & Kamm, 2021). Furthermore, the universities in Jordan are less focused on establishment of new principles which can boost the overall academic performance which is necessary for market working. Furthermore, the less focus on the new formulation of policies have restricted the performance of management in Jordan universities (Jesry et al., 2022). However, the government of Jordan is required to support the universities with a significant level of autonomy where the newly developed ideas could work in significant directions (Jaboob, Al Hadabi, & Al Ani, 2023). It would be a way forward to advance the quality of education and infrastructure in the universities. It is necessary for the students to develop their positive attitude towards performance which can boost the significant level of efficiency in the universities. In addition, it is also necessary for the management of universities in Jordan to develop a positive trust with public which can influence the management for strategic achievements of

goals (Alshuqairat et al., 2023). Hence, these aforementioned factors reveal the overall quality assurance is a significant challenge in universities in Jordan.

However, some studies in literature discuss the quality assurance in universities is possible with flexibility in management working (Lucander & Christersson, 2020). The study Janssens et al. (2022) highlights that management of universities should focus on ideas implemented in the universities of developing countries which can help to better understand the quality of work and improve the overall performance. The study Welch and Wahidyar (2020) also discussed that management of university can play a significant role in quality achievement but the policy should be revised and challenges should be addressed on time. Furthermore, Ilyasov et al. (2023) discussed that the quality of work by any university can foster the overall performance of management which is helpful for achievement of target goals in higher education. While Oustous et al. (2021) discussed that higher education department should provide working with effective policies which are significant to boost the overall performance of universities. Similarly, Elijah and Obaseki (2022) emphasized that foreign universities management should be consulted and the framework of well developed universities should be considered as a way forward which can boost the overall performance of universities. The study Alam, Ogawa and Ahsan (2024) come to conclusion that quality in the working of universities is boosted with collective effort by the professors and academic leaders. Although quality assurance in universities is significant for their accreditation and performance in the country. Different quality assurance policies and programs are established in the universities in Jordan.

Despite the significant discussion by existing studies, there were gaps in literature. Therefore, the purpose of this study was to investigate the impact of creativity, accreditation, public trust, confidence in programs and establishment of standards on quality assurance in Jordanian universities. Data was collected from academic leaders and professors using a Likert scale questionnaire. JASP statistical tool version 0.19.0 was employed for regression analysis. The study found a significant and positive impact of creativity, accreditation, public trust, confidence in programs and establishment of standards on quality assurance in Jordanian universities. The findings of this research are new contribution to literature. The study provides understanding to policymakers and practitioners to improve quality assurance in Jordanian universities. The rest of the paper is divided into review of literature, methodology of

research and findings. Furthermore, the discussion on the findings, implications of research and future directions are also highlighted.

REVIEW OF LITERATURE

Creativity of the employees helps to improve the performance of any organization (Hauptman Komotar, 2020). It is based on out of the way thinking and dealing with the issues. When the employee in any organization are concerned to adopt the new technology and technique for change, they can support and work better to advance creativity (Liu, 2021). The role of creativity is further improved when the employees are motivated and directly associated with one another. In the landscape of university quality management, creativity is considered as a significant factor (Stukalo & Lytvyn, 2021). It helps the employees improve their understanding of work, which can foster the culture of advancement. In accordance, it is important to have creativity which leads to the formulation of new policies and implementations which can help to foster the culture of working in the organization (Gamage et al., 2020). The strategic advancement in creativity management is keenly required by the employees, which helps to boost the performance of firms. In addition, when the employees achieve a significant level of creativity, it helps them to work effectively, which is necessary for performance improvement (Anwar, Sohail, & Al-Marri, 2020). Similarly, the quality of any work can be achieved by implementing the policies which can be helpful in quality assurance (Yuniarto et al., 2022). Therefore, a significant level of creativity is required to work and improve the overall performance of employees.

H1: Creativity has an impact on quality assurance.

Accreditation of any university is helpful to improve its image and overall work to improve the educational life of the students (Aithal, 2023). It is a significant factor to improve the quality of education for the students which is required in the modern time. When a university is accredited by any legal body, the ranking of the university is increased along with its performance (Karam, Fares, & Al-Majeed, 2021). Furthermore, accreditation helps the universities to work on a defined framework which is necessary to achieve the target goals. It is necessary to improve the overall quality of education with audit (Erittu & Turri, 2023). The bodies which provide accreditation to the universities have a mechanism of check and balance on the performance of universities accordingly. Therefore, the role of accreditation is considered significant which can influence the performance of universities (Idelbe, Obead, & Baladiah, 2023; Mok & Sawn Khai,

2024; Purwadi, Serfiyani, & Serfiyani, 2022). In this way, the academic staff after accreditation is also accountable to work on the recommended directions which can significantly improve the performance of university. Moreover, a significant level of change is developed and a goal oriented working is performed for advancement of quality assurance (Jacob, 2020). Since accreditation is a game changing factor in the improvement of quality for any university, it is purposed as a factor for quality assurance (Naidoo, 2020).

H2: Accreditation has an impact on quality assurance.

The trust of public about the educational institutes is a significant factor in their performance improvement (Oustous et al., 2021). When any university is trusted by the public, the working mechanism is improved by the positive feedback of the people. Similarly, the low level of public trust is also challenging for the performance of organizations (Kwarteng, 2022). It is important for the universities to have public trust which is developed by their performance. When the infrastructure of any university is good and state of the art learning experience is provided to the respondents, it helps them to develop positive opportunities for significant working (Tamrat, 2022). On the other hand, when the public is satisfied with the performance of university, the enrollment of students is increased which can boost the performance with quality (Vogopoulou, Sarakinioti, & Tsatsaroni, 2023). It is a significant factor in improving the quality performance of employees, which can help with quality assurance which is necessary for organizational success (Al-Ramahi & Odeh, 2020; Catalina-García & Suárez-Álvarez, 2022; Haugen & Arntzen, 2022). In this way, the management of the universities are recommended to work on quality assurance which is necessary for better education dissemination.

H3: Public trust has an impact on quality assurance.

Confidence in educational programs is helpful to boost education in universities (Elijah & Obaseki, 2022). In the competition, the educational institutions are recommended to work on quality assurance which can be achieved with the help of reliable strategies (Seyfried & Pohlenz, 2020). Universities offering courses which have better value in the market can get better understanding and working opportunities. In addition, the quality assurance factor also helps the management to work strategically, which can boost the performance of organization (Zuhairi, Raymundo, & Mir, 2020). The educational programs in the universities should be designed according to the nature of changing market. This process helps in the better

way to engage students to get enrollment in universities (Beerens, 2020). Furthermore, the audit of educational programs over time can also help to improve the performance of universities which can foster a significant level of quality. In addition, the requirements to achieve educational goals and advancement in educational programs can help the quality assurance factor which helps to improve the performance of universities Carvalho, Rosa and Amaral (2023). Therefore, there should be policies and implementation to improve the overall standards of quality which is necessary for educational improvement (Cao, 2024; Utari et al., 2024; Wei et al., 2023). For this purpose, the confidence of the students in offered programs at universities and provided education is important.

H4: Confidence in programs has an impact on quality assurance.

The working of any working in reliable standards is important to improve its performance (Kayyali, 2023). When one organization is working critically to achieve its goals, it helps it to work significantly, which can make it prominent in the market. Similarly, educational institutions are recommended to work significantly which can boost their performance to a better level (Hanh, 2020). It is a significant factor in improving the performance of universities which is necessary for organizational improvement. Furthermore, the infrastructure development and recruitment of highly qualified faculty also helps the management to improve the quality with significant standards (Ilyasov et al., 2023). It is important for the universities to work on constructive policies which would be helpful to improve performance in the long term. Higher education institutions are recommended to work significantly on the policies which can foster a culture of innovation (Kaiser, Melo, & Hou, 2022). When there is creativity and advancement in performance, significant changes are made in the educational institutions which can improve the overall quality and performance (Nabaho & Nabukenya, 2024). Therefore, it is highly recommended that the universities should be working on comprehensive and new frameworks which could boost their performance with significant changes. In addition, the quality assurance factor also become a significant move to achieve sustainable working and ensure the quality of education in universities (Amrani et al., 2023; Benz-Camino et al., 2023; Razzaiq et al., 2022).

H5: Establishment of standards has an impact on quality assurance.

METHODOLOGY

The study collected data from the population

in Jordanian universities. The respondents from all universities in Jordan were targeted. These respondents were academic leaders and professors. For data collection, the study used a self-administrated questionnaire. The questionnaire used in this study was based on primary data collection where Likert scale instruments were used. The instruments of the Likert scale were adapted from previous studies. In the existing studies, these instruments were used to measure data related to quality assurance. According to Sekaran and Bougie (2016), when an instrument achieved Cronbach's alpha value 0.70, it is considered significant for further analysis.

This study used simple random sampling method to collect data. All the information about academic leaders and professors were retrieved from the management of universities. Using Microsoft excel, a random sample was generated to collect the data after adding the information about the respondents into program. In this way, only the recommended random respondents were considered for the survey of questionnaire. The questionnaire was printed because it was recommended by other researchers to use physical questionnaires for the collection of data.

A cross-sectional data method was used. It was due to the fact that the professors and academic leaders were not reachable for longitudinal data collection. The earlier consent from the professors and academic leaders was taken prior to the survey of the data. The respondents were sent printed questionnaires in an envelope where they were asked to response, later questionnaires were collected back physically. For smoothness in data collection and easy response of participants, the reminder with emails were sent to the potential respondents. In this way, the data was collected to reach on the findings of the study.

A sample of 17 participants was collected and finalized for data analysis. During the preliminary analysis of data, no response was found biased and inconsistent. It was due to the respondents of the study being academic leaders and professors, and they provided accurate response to the questions. The study used a different and new tool JASP version 0.19.0 for analysis of data. This tool has the capabilities to address the issues in data and provide robust findings (Murad, Othman, & Imran Bin Kamarudin, 2024). Descriptive statistics, correlations and regression analysis was performed to investigate the nature of data and relationships between the variables.

DATA ANALYSIS AND FINDINGS

In the first stage of data analysis, the missing values were determined. However, the study found there was no missing values as all the participants

responded to each question. Furthermore, the mean value of the data was checked which was reported ± 3 which is significant when a five-point rating scale is used (Hair, Ringle, & Sarstedt, 2011). The study determined that the standard deviation is also significant to the mean value. Furthermore, the normality of data was determined at the next

stage. It was determined by skewness and kurtosis factor where skewness value < 2 and kurtosis value < 7 is accepted (Hair et al., 2022). The study found this threshold was achieved significantly, and there was no missing value in the data. Hence, the data of study reported considered normal based on statistics in Table 1.

Table 1: Descriptive Information.

	Creativity	Accreditation	Public Trust	Confidence in Programs	Establishment of Standards	Quality Assurance
Missing	0	0	0	0	0	0
Mean	2.650	2.576	2.384	2.051	2.017	2.220
Std. Deviation	1.149	1.166	1.215	1.130	1.084	1.212
Skewness	0.446	0.314	0.668	0.976	1.102	0.828
Std. Error of Skewness	0.183	0.183	0.183	0.183	0.183	0.183
Kurtosis	-0.604	-0.804	-0.378	0.212	0.716	-0.168
Std. Error of Kurtosis	0.363	0.363	0.363	0.363	0.363	0.363

The study investigated the findings of Pearson's correlations. It was determined to check the correlations between two or more variables of the study. It helps to understand the direction and nature of relationships. According to Benesty et al. (2009), a correlation between two variables is

significant when p value is less than 0.05. Table 2 demonstrates that all variables achieved significant correlation because the p value was less than the recommended threshold. Hence, it was found that all variables were significantly correlated.

Table 2: Pearson's Correlations.

Variable		Creativity	Accreditation	Public Trust	Confidence in Programs	Establishment of Standards	Quality Assurance
1. Creativity	Pearson's r	—					
	p-value	—					
2. Accreditation	Pearson's r	0.572***	—				
	p-value	< .001	—				
3. Public Trust	Pearson's r	0.398***	0.352***	—			
	p-value	< .001	< .001	—			
4. Confidence in Programs	Pearson's r	0.371**	0.290**	0.300***	—		
	p-value	< .001	< .001	< .001	—		
5. Establishment of Standards	Pearson's r	0.256***	0.359**	0.426***	0.658***	—	
	p-value	< .001	< .001	< .001	< .001	—	
6. Quality Assurance	Pearson's r	0.397**	0.095	0.328***	0.548***	0.533***	—
	p-value	< .001	0.210	< .001	< .001	< .001	—

* p < .05, ** p < .01, *** p < .001

The findings of model summary were investigated at the third stage. Firstly, R value > 0.40 helps to determine the correlation between independent and dependent variables. It was found significant based on data in Table 3. The findings of R square were determined to investigate the variance in change of dependent variable based on independent variables. The findings of R square above 0.50 is accepted as significant in model summary. According to Table 3, the value of R square was found significant which confirmed significant variance. Similarly, adjusted R² value demonstrate the generalization of the findings such as variation in the sample results from the entire population. It is recommended that there must be little difference between the adjusted R²

and R² value. Table 3 confirms these thresholds were significantly accepted.

Table 3: Model Summary.

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	1.212
M ₁	0.609	0.571	0.553	0.975

The findings of ANOVA were tested to determine the characteristics of model. It is used to determine if the model of study is fit for further analysis of data. For this purpose, 5% level of significance is considered normally. In this way, the p value less than 0.05 is accepted as a significant threshold. According to the findings, p value $< .001$ is accepted as a significant threshold in this study.

Furthermore, the F value is used to determine the prediction of the model by fitting the model after considering the inaccuracy in it. Therefore, F value above 1 is accepted as significant. According to

Table 4, the F value (20.172) was significant for the study. Hence, the model was considered fit for further analysis.

Table 4: Analysis of Variance.

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	95.869	5	19.174	20.172	< .001
	Residual	162.538	171	0.951		
	Total	258.407	176			

The findings of regression analysis were determined to test the hypotheses of the study. The threshold $t > 1.96$ was accepted as significant for supported hypotheses. H1 was found significant based on data, it was determined that creativity has an impact on quality assurance ($t = 6.308$). Furthermore, the study found that H2 is significant and accreditation has an impact on quality assurance ($t = 8.115$). Similarly, the study found

that H3 is significant and public trust has an impact on quality assurance $t = (6.408)$. Furthermore, the study found H4 as significant and confidence in programs has an impact on quality assurance ($t = 4.268$). Finally, the study found that H5 is accepted as establishment of standards has an impact on quality assurance ($t = 3.151$). The statistics are reported in Table 5.

Table 5: Regression.

Model		Unstandardized	Standard Error	Standardized	T	p
M ₀	(Intercept)	2.220	0.091		24.379	< .001
M ₁	(Intercept)	0.732	0.233		3.137	0.002
	Creativity	0.511	0.081	0.505	6.308	< .001
	Accreditation	0.633	0.078	0.632	8.115	< .001
	Public Trust	0.141	0.022	0.141	6.409	< .001
	Confidence in Programs	0.369	0.086	0.344	4.268	< .001
	Establishment of Standards	0.300	0.095	0.269	3.151	0.002

DISCUSSION AND CONCLUSION

The study investigated the findings and compared them with the previous studies. Firstly, H1 was found significant based on data, it was determined that creativity has an impact on quality assurance. The findings were compared with existing studies. According to Tamrat (2022), the creativity of employees enhances organisational performance. It relies on unconventional thinking and addressing the issues. When employees in any organization are inclined to embrace new technologies and techniques for change, they can enhance their support and collaboration to foster creativity. According to Kayyali (2023), the importance of creativity is enhanced when employees are motivated and directly connected to one another. In the realm of university quality management, creativity is regarded as a crucial element. It enhances employees' comprehension of their roles, hence promoting a culture of progression. According to Stukalo and Lytvyn (2021), fostering innovation is essential for developing new policies and implementations that enhance the organisational culture. The personnel necessitate a strategy enhancement in creative management, which facilitates the improvement of organisational performance. Moreover, when

employees attain a substantial degree of creativity, it enhances their effectiveness, which is essential for performance enhancement. According to Liu (2021), the caliber of any work can be attained by enacting procedures that facilitate quality assurance. Consequently, a substantial degree of innovation is essential to enhance employee performance.

Furthermore, the study found that H2 is significant and accreditation has an impact on quality assurance. The findings were compared with existing studies. The study Karam et al. (2021) discussed that the accreditation of a university enhances its reputation and contributes to the overall enhancement of students' educational experiences. Enhancing the quality of education for kids is a crucial necessity in contemporary society. According to Hanh (2020), accreditation by a legitimate authority enhances a university's rating and performance. Moreover, certification enables colleges to operate inside a structured framework essential for attaining their objectives. Enhancing the overall quality of education through auditing is essential. Furthermore, the accrediting agencies for universities implement a system of checks and balances to evaluate their performance accordingly (Welch & Wahidyar, 2020).

Consequently, the significance of accreditation is acknowledged as a factor that can impact university performance. Therefore, the academic staff, upon accreditation, is also responsible for implementing the suggested strategies that can markedly enhance the university's performance (Vogopoulou et al., 2023). In addition, Nabaho and Nabukenya (2024) discussed that a substantial degree of change is implemented, and a goal-oriented approach is adopted to enhance quality assurance. To sum up, accreditation serves as a pivotal element in enhancing the quality of any university, functioning as a mechanism for quality assurance.

Similarly, the study found that H3 is significant and public trust has an impact on quality assurance. The findings were compared with existing studies. According to Jesry et al. (2022), the public's faith in educational institutions is a crucial determinant of their performance enhancement. When a university earns public confidence, its operational mechanisms are enhanced by favourable input from the community. Likewise, Zuhairi et al. (2020) discussed that the diminished public trust poses a challenge to organisational success. Universities must cultivate public trust by their performance. The presence of advanced infrastructure in a university facilitates a superior learning experience for students, hence fostering positive chances for meaningful employment. According to Alam et al. (2024), when the public expresses satisfaction with a university's performance, student enrolment increases, perhaps enhancing overall quality of performance. The study Carvalho et al. (2023) pointed out that it is a crucial element in enhancing employee performance quality, which is essential for quality assurance and organisational success. University management is advised to focus on quality assurance, essential for the enhancement of educational transmission.

Furthermore, the study found H4 as significant and confidence in programs has an impact on quality assurance. The findings were compared with existing studies. According to Naidoo (2020), a boost in education at universities can be achieved through the development of confidence in educational programs. When it comes to the competition, it is essential that educational institutions work on quality assurance, which is something that can be accomplished with the assistance of trustworthy tactics. The study Beerkens (2020) discussed that higher education institutions that provide courses that are more valuable in the market might improve their students' understanding and the opportunities they have to find work. Additionally, the quality assurance component assists management in working strategically, which can lead to an increase in the organization's overall

performance. While Yuniarto et al. (2022) asserted that the educational programs that are offered at universities ought to be constructed in accordance with the characteristics of their respective markets. According to Mok and Sawn Khai (2024), this procedure contributes to a more effective method of engaging students in order to increase enrolment in universities. Additionally, the auditing of educational programs throughout the course of time can also assist in the enhancement of the performance of institutions, which can contribute to the development of a meaningful level of quality. The study Erittu and Turri (2023) emphasized that the standards that must be met in order to accomplish educational objectives and make progress in educational programs can be of assistance to the quality assurance element, which in turn helps to improve the performance of universities. According to Aithal (2023), there has to be policies and implementations in place to enhance the overall quality standards, which is essential for the improvement of educational standards. To achieve this goal, it is essential for students to have faith in the educational opportunities and programs that are made available to them at different colleges (Anwar et al., 2020).

Finally, the study found that H5 is accepted as establishment of standards has an impact on quality assurance. The findings were compared with existing studies. According to Al-Imarah et al. (2021), to enhance the performance of any given system, it is essential that it operates according to dependable standards. It is possible for an organization to become more popular in the market if it is diligently working towards the achievement of its objectives, which assists the organization to work significantly. While the research Seyfried and Pohlenz (2020) discussed that it is recommended that educational institutions put in significant effort, which can help them achieve a higher level of performance. One of the most important factors in enhancing the performance of universities, which is essential for the improvement of organisational performance, is this aspect. According to Benz-Camino et al. (2023), the recruitment of highly skilled faculty members and the development of infrastructure both contribute to the management's ability to improve the quality of the program while maintaining important standards. To increase performance over the course of a longer period of time, it is essential for educational institutions to work on developing policies that are constructive and would be of assistance. According to Utari et al. (2024), it is strongly advised that educational institutions of higher learning put a large amount of effort into developing policies that can cultivate an innovative culture. In educational institutions, substantial changes are made when there is creativity and advancement in performance.

The study Janssens et al. (2022) also discussed that these changes have the potential to improve either the general quality or the performance of the institution. Therefore, it is strongly suggested that universities should be focused on developing comprehensive and innovative frameworks that have the potential to improve their performance through the implementation of substantial reforms. According to Lucander and Christersson (2020), an additional point of interest, the quality assurance component has also become a crucial move in order to develop sustainable working conditions and guarantee the quality of education in universities.

Theoretical Contribution and Practical Implications

The findings of this study lead to theoretical as well as practical contributions in the body of knowledge. To begin with, the study adds to the knowledge that creativity in the working is a significant factor in assurance of quality. However, the previous studies in literature had contradictory findings regarding this relationship. Secondly, the study adds to the body of knowledge that accreditation of universities is also a significant factor which influence management to improve the quality. The existing studies in literature discussed both positive and negative role of universities in quality control. The study adds to the knowledge that public trust in the universities is also significant to influence them for quality control. However, this relationship was not discussed in previous studies. In addition, the study reports that confidence in programs at universities is also significant to influence the public for quality control. Hence, it is necessary to improve the quality control factor which can improve the overall performance of the quality in universities. Finally, the study adds to the body of knowledge that establishment of standards by the universities are significant factor to influence the overall quality of work. The previous studies paid little attention to this relationship. In this way, the aforementioned five relationships discussed by this study are noteworthy in addition to the literature.

The study provides significant practical recommendations to improve the quality assurance in Jordanian universities. The study first highlights that there must be acceptance for the creativity in the working of employees because the traditional way of working can restrict the educational institutions to perform well according to the requirements. Therefore, a significant level of work is recommended to improve the quality, which is based on creativity of the employees. The study further adds to the knowledge that accreditation is a significant factor which influences the overall performance of the

quality. In this way, the universities are required to work significantly and achieve the goals of having multiple accreditations which can influence their performance. In this way, the regular audit would be significant to achieve the thresholds of accreditations. Moreover, the study recommends that the trust of the public must be given priority as it is a significant factor in quality assurance and performance of employees. When the public would be trusting to the management of universities in Jordan, the overall performance of the quality assurance will be improved. Likewise, confidence in programs is also a significant factor which influences the overall behaviour of the management in universities. Therefore, the Jordanian universities are required to work significantly and improve the quality of their programs which can improve the quality assurance. Finally, the study recommends that the management of the Jordanian universities is required to establish significant standard which can help to boost the overall performance of quality assurance. The working on these recommendations would be helpful for the universities in Jordan and other in region to assure the quality.

Future Directions

Even though the study comes up with significant contributions, it has some limitations. Firstly, the study investigated quality assurance with cross-sectional data which has limitation to understand the findings. The future studies are recommended to measure this construct with time series data which can provide better understanding of the relationship between variables. Furthermore, the study measured quality assurance only, whereas it is understood that the skills of the management are also critical for it. Therefore, future studies are recommended to collect data regarding the critical skills of the management as well. It would be helpful to understand the findings and interpret them to a new level of understanding. It would be a significant contribution by the scholars to work in these directions and contribute to literature.

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