

THE ROLE OF INSTITUTIONAL ACCREDITATION IN IMPROVING STUDENT SERVICES AT THE UNIVERSITY OF NIZWA FROM THE STUDENTS' PERSPECTIVE

O PAPEL DA ACREDITAÇÃO INSTITUCIONAL NA MELHORIA DOS SERVIÇOS PRESTADOS AOS ALUNOS NA UNIVERSIDADE DE NIZWA, DA PERSPECTIVA DOS ALUNOS

Article received on: 1/16/2026

Article accepted on: 4/15/2026

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The authors declare that there is no conflict of interest

Abstract

The study aimed to identify the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective. The researchers used the descriptive-analytical approach and employed a questionnaire as the main tool, which was administered to 407 male and female students, selected through an available sampling method. The results of the study indicated that the role of institutional accreditation in improving student services at the University of Nizwa, from the students' perspective, was rated as low. The findings also showed statistically significant differences in favor of female students in general services, staff performance, academic services, and library services dimensions, while no statistically significant differences were found between genders in the field of activities. Furthermore, the study revealed statistically significant differences attributed to the college variable in the areas of general services, university staff performance, and academic services, whereas no significant differences were found in the areas of activities services and library services. The study recommended conducting additional field studies to measure

Resumo

O estudo teve como objetivo identificar o papel da acreditação institucional na melhoria dos serviços prestados aos alunos na Universidade de Nizwa, na perspectiva dos próprios alunos. Os pesquisadores utilizaram a abordagem descritivo-analítica e empregaram um questionário como principal ferramenta, que foi aplicado a 407 alunos e alunas, selecionados por meio de um método de amostragem por conveniência. Os resultados do estudo indicaram que o papel da acreditação institucional na melhoria dos serviços prestados aos alunos na Universidade de Nizwa, na perspectiva dos alunos, foi classificado como baixo. Os resultados também mostraram diferenças estatisticamente significativas a favor das alunas nas dimensões de serviços gerais, desempenho do pessoal, serviços acadêmicos e serviços de biblioteca, enquanto não foram encontradas diferenças estatisticamente significativas entre os sexos no campo das atividades. Além disso, o estudo revelou diferenças estatisticamente significativas atribuídas à variável da faculdade nas áreas de serviços gerais, desempenho do pessoal da universidade e serviços acadêmicos,



the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective, while taking into account the influencing conditions in each college, and to promote a culture of institutional accreditation and quality among university members.

Keywords: Institutional Accreditation. Student Services. University of Nizwa.

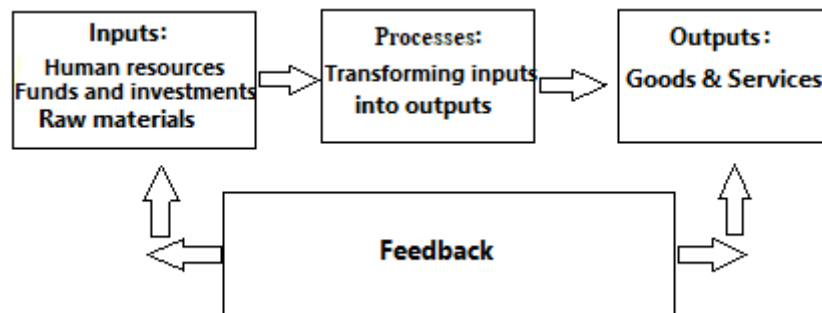
enquanto não foram encontradas diferenças significativas nas áreas de serviços de atividades e serviços de biblioteca. O estudo recomendou a realização de estudos de campo adicionais para avaliar o papel da acreditação institucional na melhoria dos serviços aos alunos na Universidade de Nizwa, da perspectiva dos alunos, levando em consideração as condições que influenciam cada faculdade, e para promover uma cultura de acreditação institucional e qualidade entre os membros da universidade.

Palavras-chave: Acreditação Institucional. Serviços aos Alunos. Universidade de Nizwa.

1 INTRODUCTION

With increasing competition among higher education institutions, it has become imperative for universities to seek institutional accreditation, as a guarantee of excellence and quality. This is achieved by following a set of standards to improve student services. The importance of these services lies in their support of the educational process, which impacts students' academic achievement. They also contribute to building and refining their personalities through the social and psychological guidance and counseling services provided, in addition to developing various skills, knowledge, and hobbies (Al-Hasawi and Al-Sant, 2022).

Diaa El-Din and Al-Saadi (2018) asserted that since the university is an open system that relies on interaction, adaptation, and continuous development, student services are one of the most important aspects of this interaction; they are the means by which the university translates its response to the needs of students and society. It includes four main elements: inputs, which determine its purpose, and the success of the university system; operations, which include all activities and events through which inputs are transformed into outputs, and include all goods and services that are accomplished through the operational processes taking place in the organization, in addition to feedback, which is a response to the goods and services that have been produced. This is explained in the following figure:

Figure (1)*The University as an Open System*

Gaining student satisfaction and loyalty has become an obsession and focus of universities' interest, as universities have focused on the student, knowing his needs and desires, and then working to meet them as one of the basic axes in the educational process. Abdul Karim (2019) defined service as “an activity or benefit provided by one party to another, which is essentially intangible or imperceptible, and does not entail any ownership”. Providing the service is linked to a material product or may not exist” (p. 3). Al-Hasawi (2022) defined student services as “the activities and services provided by universities to their students, aiming to support them in the educational and learning process, satisfying their needs and desires, and contributing to developing their capabilities and skills, which benefit them in their professional lives” (p. 11).

In this context, The Sultanate of Oman has pursued an approach to improving student services in educational institutions since the blessed renaissance in 1970. Institutions have been keen to provide all means and tools to provide diverse student services that advance education to the highest levels (Al-Farsi *et al.*, 2020). The Oman Academic Accreditation Authority (OAAA), in accordance with its mandate, implements the institutional accreditation system as a two-stage automated process. The first stage includes an institutional quality audit, while the second stage includes evaluation against institutional standards. This process typically occurs four years after a higher education institution undergoes a quality audit, followed by a five-year institutional accreditation cycle. This process is a periodic evaluation of higher education institutions, enabling them to critically assess their activities and identify opportunities for development (OAAA, 2016).

The Oman Academic Accreditation Authority (OAAA) has announced that seventeen private universities and colleges have obtained institutional accreditation from the Oman Academic Accreditation and Quality Assurance Authority (OAAA) for meeting institutional accreditation standards. OAAA is considered one of the most important indicators of the quality of student services at universities and a major incentive for universities to improve their services and provide greater value.

Also there is a set of institutional accreditation standards implemented by the Oman Academic Accreditation Authority. These standards include ensuring compliance with the implementation of regulations and systems for academic and non-academic functions, ensuring that students learn through programs that rely on academic and research courses, in addition to relying on scientific research activities, establishing a clear plan to support the local community, providing the non-academic support services required to prepare qualified and academically distinguished students, preparing a strategic plan for planning and managing services related to employees and supporting them, enabling them to carry out academic and non-academic functions in an effective and positive manner, and providing and improving general support services. These services include infrastructure and facilities within the institution and its immediate surroundings in order to provide an attractive educational environment for students.

As stated on the University of Nizwa website (University of Nizwa, 2024), the University's Student Affairs Secretariat works to translate the university's goals and mission and provide appropriate preparation for university requirements. This is achieved through the establishment of a number of centers, including: the Social Care Center, which contributes to finding practical solutions to various problems faced by students during their university life; the Ma'in Fund, which provides financial assistance to students; the Community Service Center; the Student Council, which aims to hone students' teamwork skills; and the Student Affairs Council. Based on the above, this research attempts to shed light on the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective.

The following are some of the studies that addressed the role of institutional accreditation in improving student services:

Mahmoud and Ibrahim's (2024) study aimed to examine the fourth generation of quality as an approach to achieving institutional excellence. Using a descriptive approach,

the study found challenges facing the full digitization of quality in university institutions, such as weak digital infrastructure and lack of awareness of technological transformations.

While Al-Mutairi's study (2024) also addressed the availability of comprehensive quality standards in student services at Saudi universities, the study sample consisted of (388) students, using the descriptive approach, and the results showed that student services meet comprehensive quality standards in all areas (housing, nutrition, admission and registration, social care, and general comfort).

Al-Ghamdi's study (2024) aimed to reveal the role of quality departments in achieving institutional excellence in Saudi universities, using the descriptive analytical approach. The most prominent results indicated that increasing spending efficiency contributes to achieving financial sustainability and improving the quality of educational services.

The study by Hussein *et al.* (2023) aimed to reveal the impact of applying academic accreditation standards on the efficiency of institutional performance at Dhofar University in the Sultanate of Oman. The study sample consisted of 203 academic and non-academic employees. The descriptive analytical approach was used, and the results showed that Dhofar University is committed to academic accreditation standards.

In a study conducted by Duarte and Vardasca (2023), they reviewed academic accreditation processes in higher education in various countries. They used the descriptive analytical approach, conducting a comprehensive review of the literature related to academic accreditation systems in several countries. The study concluded that the academic accreditation process is generally effective in most countries, as accreditation is granted within an appropriate time frame.

Al-Hasawi and Al-Sant (2022) conducted a study aimed at determining the quality of student services provided at King Abdulaziz University, using the descriptive approach, and concluded that the quality of student services at King Abdulaziz University was average.

While the study by Al-Mahairat and Al-Shaqran (2021) aimed to determine the level of student services provided to graduate students in private Jordanian universities, using the descriptive approach and a questionnaire as a tool. It was applied to 410 students, and it was concluded that the level of student services was high.

A study conducted by Mulyono *et al.* (2020) aimed to analyze the impact of service quality on student satisfaction and loyalty in higher education institutions. The study sample consisted of 312 students. A quantitative approach was used, and the results showed that student satisfaction had a significant mediating effect on the relationship between academic factors and student loyalty.

Salahuddin and Al-Bartmani's (2018) study aimed to find proposed mechanisms for achieving quality university services at the Community Service and Continuing Education Center at Sultan Qaboos University. The number of participants was 111 individuals who frequent the center. The study used a descriptive approach and found a negative gap between the perceptions and expectations of beneficiaries of the quality of services provided by the Community Service and Continuing Education Center at Sultan Qaboos University.

It is noted that the current study agrees with most previous studies in the general objective, and it also agrees with some previous studies in the sample, which is university students, while it differs with other studies in which the study sample was faculty members and employees. The current study agrees with some previous studies in the use of the descriptive method and differs with other studies that used the quantitative method.

1.1 Study problem

The International Conference on Quality in Higher Education, held at the Oman Convention and Exhibition Center in March 2022, recommended the need to ensure quality in higher education and for academic institutions to seek international academic accreditation, given its role in enhancing the institution's reputation and improving student outcomes through enhanced service quality.

The study by Al-Suwai'i and Bouhanik (2019) concluded that the overall level of implementation of some institutional accreditation standards at the University of Benghazi and the University of Al-Marqab in Libya was low. One of the most prominent recommendations of the study by Qamsan (2021) was to form a qualified team within each university library to leverage institutional accreditation. The study by Tasan (2015) also recommended the need to raise university students' awareness of the student services available to them from the time they enroll. Hussein *et al.*'s study (2023) also

recommended that the university should increase its interest in its role in interacting with society on a broader scale, by directing faculty members' research towards problems and topics that concern all segments of society.

Therefore, the researcher sought to study the role of institutional accreditation in improving student services, as the university's reliance on providing high-quality student services serves to meet student needs and improves the learning environment, which is reflected in student satisfaction and their university experience.

1.2 Study questions

This study attempts to answer the following questions:

1- What is the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective?

2- Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the study sample members' estimates of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective, attributable to the variables (gender, college)?

1.3 Study objectives

The current study sought to achieve the following objectives:

- To identify the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective.

-To determine whether there were statistically significant differences at the significance level of $\alpha \leq 0.05$ in the estimates of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives, attributable to the variables (gender, college),

1.4 Significance of the study

The significance of the study is underscored by its theoretical and empirical relevance.

- **Theoretical significance:** This study is expected to help understand the current status of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective. It will also provide a theoretical and cognitive framework for this role, paving the way for future research.

- **Practical significance:** The results and recommendations of the current study are expected to help officials and decision-makers at the University of Nizwa focus on the role of academic accreditation in improving student services, identifying and developing their strengths to maintain a level of excellence, and identifying areas that require review and modification, ensuring quality and continuous development.

1.5 Study limits

The limits of the current study are as follows:

- **Objective Limits:** The study examined the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective.

- **Temporal Limits:** The study was conducted during the spring semester of the 2024/2025 academic year.

- **Spatial Limits:** The study was conducted at the University of Nizwa in the Sultanate of Oman.

- **Human Limits:** The study was conducted on male and female students at the University of Nizwa.

1.6 Study terms

The current study includes the following terms:

Institutional accreditation: Al-Qamsani (2021) defined it as: "Procedures and practices undertaken by institutions to enhance their professional identity by reviewing all their work and activities using measurement and review tools that are used to correct their progress. Institutional accreditation generally aims to correct practices according to written policies. It also aims to improve and develop all the work assigned to it" (p. 352).

The researcher defines it operationally as: "A process in which the quality of an institution's educational level is evaluated based on conditions and specifications previously determined by an external party".

Student Services: Al-Dahshan (2002) defined it as: "The set of efforts or assistance provided by various educational institutions or community members, with the aim of helping students solve their social, economic, health, and educational problems, and providing opportunities for quality academic achievement, by providing an appropriate environment inside and outside of classrooms to achieve integrated student growth" (p. 272).

The researcher operationally defined it as: "The various activities and services provided by the university to its students with the aim of advancing their education and supporting them academically and practically, thus contributing to the development of capabilities and skills necessary to join the labor market".

University of Nizwa: A private academic institution located in the state of Nizwa in the Sultanate of Oman, established in 2004 (University of Nizwa, 2021).

2 METHODOLOGY

2.1 Research design

In accordance with the nature of the study and the suitability of its objectives, the descriptive approach was used, which focuses on describing and analyzing phenomena without necessarily establishing causal relationships. (Walliman, 2021).

2.2 Population of study

The study population consisted of all students of the University of Nizwa, totaling (11,925) male and female students for the current academic year 2023–2024 (University of Nizwa, 2025).

2.3 Study sample

The study sample was selected using the available method through an electronic link, targeting all students of the University of Nizwa. A total of (407) participants from the original population responded. The distribution of the sample members according to the gender variable is presented in Table (1) below

Table 1

Sample size of the study

Variable	Category	Frequency	Percent
Qualification	Diploma	89	21.9
	Bachelor	282	69.3
	Master	36	8.8
	Total	407	100
Gender	Male	93	22.9
	Female	314	77.1
	Total	407	100
College	Science and Arts	335	82.3
	Health Sciences	32	7.9
	Economics, Management and Information Systems	28	6.9
	Engineering	12	2.9
	Total	407	100

The results of Table (1) showed that the majority of the sample, which numbered 407 participants, were female, constituting 77.1% (314 female students), compared to 22.9% males (93 males). It also showed that the largest percentage of participants were currently studying in the College of Arts and Sciences, at 82.3% (335 participants), followed by the College of Health Sciences at 7.9%, Economics at 6.9%, and finally Engineering and Architecture at 2.9%. Regarding the academic qualifications that the participants were studying, the results showed that the vast majority belonged to the bachelor's program, at 69.3%, compared to 21.9% in the diploma program and 8.8% in the postgraduate program.

2.4 Data collection tool

A questionnaire was developed using previous studies that addressed the reality of employing artificial intelligence applications in teaching, such as Al-Mutairi's study (2024), Hussein *et al.*'s study (2023), Al-Mahirat and Al-Shaqran's study (2021), and Salah Al-Din and Al-Bartamani's study (2018). The questionnaire consisted of two parts: The first part included demographic data of the study sample members (gender, academic qualification, and college). The second part consisted of (5) dimensions and (31) paragraphs, namely: The first was allocated to measuring the general services provided in the departments of the University of Nizwa, the second addressed the performance of employees at the University of Nizwa, the third was allocated to measuring the academic services provided at the university, the fourth was allocated to activity services, and the fifth was allocated to library services.

2.5 The validity of the instrument

Validity refers to the ability of an instrument to accurately and reliably measure what it was designed to measure (Lynn, 1986). The validity of the questionnaire was verified through the following:

2.5.1 Face validity

The questionnaire was presented in its initial form to (5) experienced and specialized arbitrators from various universities and educational institutions in the Sultanate of Oman, with the aim of obtaining their opinions and comments on the suitability of the questionnaire phrases, in line with the objectives of the study. Based on the arbitration process, the study tool became composed of (30) paragraphs.

2.5.2 Construct validity

To examine the construct validity of the questionnaire, the correlation coefficients between each item and its dimension score were calculated on (30) male and female

academics outside the study sample. The correlation coefficients ranged from (0.670) to (0.894) as table 2 shows:

Table 2

Correlation coefficients between the item and its dimension

Item #	R with its dimension	Item #	R with its dimension	Item #	R with its dimension
1	.756**	11	.847**	21	.803**
2	.861**	12	.789**	22	.783**
3	.726**	13	.753**	23	.853**
4	.724**	14	.709**	24	.837**
5	.737**	15	.670**	25	.817**
6	.779**	16	.747**	26	.816**
7	.793**	17	.712**	27	.832**
8	.727**	18	.787**	28	.894**
9	.790**	19	.781**	29	.753**
10	.787**	20	.786**	30	.779**

It should be noted that all correlation coefficients were acceptable and statistically significant.

2.6 The reliability of the instrument

The researchers used the Cronbach's alpha method to measure the Reliability of the questionnaire dimensions and the scale as a whole, and table 3 illustrates this:

Table 3

Reliability indications for the dimensions of each scale of the study tool

Dimension	Cronbach-Alpha Coefficient Values
General services provided by the University of Nizwa	0.897
University staff performance	0.880
Academic Services	0.811
Activities Services	0.874
Library services	0.793

It should be noted that all correlation coefficients were acceptable and statistically significant.

3 RESULTS AND DISCUSSION

3.1 Results related to the first question

What is the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective? To answer this question, the means and standard deviations of the respondents' answers were calculated. Table (4) presents the results, ranking the dimensions in descending order according to their mean scores.

Table (5)

Arithmetic means and standard deviations of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective

No.	Dimension	Arithmetic mean	Standard deviation	Degree of agreement	Rank
1	General services provided by the University of Nizwa	2.84	0.85	Moderate	1
2	University staff performance	2.63	0.83	Moderate	2
3	Academic Services	2.51	0.76	Low	3
4	Activities Services	2.38	0.87	Low	4
5	Library services	2.36	0.81	Low	5
Overall		2.59	0.71	Low	

The results of Table (5) indicate that the role of institutional accreditation in improving student services at the University of Nizwa, from the students' perspective, is generally low, with a general arithmetic mean of (2.59). The arithmetic means varied among the five study dimensions, with the dimensions of general services provided in the departments of the University of Nizwa ranking first with an arithmetic mean of (2.84) and a standard deviation of (0.85), which is a moderate role. It was followed by the axis of university staff performance with an arithmetic mean of (2.63) and a standard deviation of (0.83), which is also a moderate role.

As for the other three dimensions, students' evaluation of the role of institutional accreditation was considered low, with academic services recording an arithmetic mean of (2.51), while library services received (2.38), and activity services came in last place with a mean of (2.36). Through these results, it can be said that institutional accreditation

plays a fundamental role in administrative and service aspects compared to its role in academic and support aspects, and this requires developing the latter. This result is consistent with the study of Al-Hasawi and Al-Sant (2022), while it differs from the study of Al-Mahirat and Al-Shaqran (2021). This study concluded that the standard of student services for graduate students in private Jordanian universities was notably high.

3.2 Results related to the first question

Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the study sample members' estimates of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective, attributable to the variables (gender, college)?

3.2.1 First: gender

To detect the presence of statistically significant differences at the level ($\alpha \leq 0.05$) in the study sample members' estimates of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective, attributed to gender, the Mann-Whitney test was used due to the lack of data distribution normality. Table (6) shows the results of the Mann-Whitney test, which reveals the presence of statistically significant differences at the level ($\alpha \leq 0.05$) in the study sample members' estimates of the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspective, attributed to the gender variable, due to the failure to meet the data distribution normality condition.

Table (6)

Results of the Mann-Whitney test to identify the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives, attributed to gender.

Dimension	Gender	N	Order Mean	Order Total	U	P
General services provided by the University of Nizwa	Male	93	146.04	13581.5	9210.5	>0.001*
	Female	314	221.17	69446.5		
University staff performance	Male	93	146.45	13619.5	9248.5	>0.001*
	Female	314	221.05	69408.5		
Academic Services	Male	93	164.23	15273	10902	>0.001*
	Female	314	215.78	67755		
Activities Services	Male	93	186.12	17309	12938	0.092
	Female	314	209.3	65719		
library Services	Male	93	173.13	16101	11730	0.003*
	Female	314	213.14	66927		
Overall mean	Male	93	147.97	13761.5	9390.5	>0.001*
	Female	314	220.59	69266.5		

*Significant at the significance level ($\alpha = 0.05$)

The results showed that there were statistically significant differences in favor of females in most areas at the level of ($\alpha \leq 0.05$) in all Dimensions except for the field of activity services, where the results indicated no statistically significant differences according to gender. This means that male and female students had similar evaluations of this Dimension.

Overall, these results indicate that female students rated the level of university services higher than male students, particularly in the areas of general services, staff performance, and library services. This reflects a differing perception of the service experience according to gender, which may be related to psychological, cultural, or experiential factors that should be explored in future studies.

3.2.2 Second: college

To identify the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives,

attributed to the college, a one-way ANOVA test was used after verifying that its assumptions were met. Table (7) illustrates this.

Table (7)

Results of the one-way ANOVA test to identify the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives according to college.

Dimension	Source of difference	Sum of Squares	Df	Mean Squares	F	Sig
General services provided by University of Nizwa	Between Groups	4.732	2	2.366	3.306	0.038*
	Within Groups	289.064	404	0.716		
	Total	293.796	406			
University staff performance	Between Groups	10.791	2	5.396	8.107	*0.001>
	Within Groups	268.871	404	0.666		
	Total	279.663	406			
Academic services	Between Groups	3.663	2	1.831	3.169	0.043*
	Within Groups	233.437	404	0.578		
	Total	237.099	406			
Activities Services	Between Groups	0.309	2	0.155	0.234	0.791
	Within Groups	266.654	404	0.66		
	Total	266.963	406			
Library services	Between Groups	0.352	2	0.176	0.233	0.792
	Within Groups	304.63	404	0.754		
	Total	304.982	406			
Overall mean	Between Groups	3.055	2	1.528	3.071	0.047*
	Within Groups	200.958	404	0.497		
Total		204.013	406			

Significant at the significance level ($\alpha = 0.05$)*

The results shown in Table (7) revealed that there were no statistically significant differences at the level of ($\alpha \leq 0.05$) in the fields of activity services and library services, indicating that students' evaluations of the level of services provided in these two areas were similar regardless of their specializations.

In contrast, there were statistically significant differences in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa, attributed to the college to which the student belongs, in the areas of general services, university staff performance, and academic services.

Therefore, it can be said that the college plays a role in shaping students' perceptions of some service, administrative, and academic aspects of the university. This

calls for further analysis to understand the nature of these differences and to direct developmental efforts in line with the needs and particularities of different disciplines.

To identify the significance of the differences in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives according to college, the LSD (Least Significant Difference) post hoc test was used.

Table (8)

LSD post hoc test results for the significance of differences in the estimates of the study sample regarding the role of institutional accreditation in improving student services at the University of Nizwa from the students' perspectives according to college.

Dimension	Group (A)		Group (B)		Average difference (A-B)	P
	College	Arithmetic Mean	College	Arithmetic Mean		
General services provided by University of Nizwa	Economics, Management and Information Systems	2.89	Science and arts	2.64	.25199*	0.015
University staff performance	Economics, Management and Information Systems	2.69	Science and arts	2.34	.34960*	0.001>
Academic services	Health Sciences	2.88	Science and arts	2.34	.54303*	0.001
Activities Services	Economics, Management and Information Systems	2.57	Science and arts	2.35	.22131*	0.017
Library services	Economics, Management and Information Systems	2.64	Science and arts	2.43	.20844*	0.015

The results presented in Table (8) for the LSD post hoc test indicated the presence of statistically significant differences at the significance level ($\alpha \leq 0.05$) in students' evaluations of the university service Dimensions, attributed to differences in college, based on the pairwise comparisons among specializations.

It was found that students from the College of Economics, Management, and Information Systems rated the general services provided by the university departments higher than students from the College of Sciences and Arts. There were also statistically significant differences in students' evaluations of university staff performance, where

students from the College of Economics, Management, and Information Systems recorded a mean score of (2.69), and students from the College of Health Sciences recorded a mean of (2.88), compared with the College of Sciences and Arts, which recorded a mean of (2.34). The differences between the College of Economics, Management, and Information Systems and the College of Health Sciences were statistically significant at the level of ($\alpha \leq 0.05$), as well as between the College of Health Sciences and the College of Sciences and Arts.

In the field of academic services, the difference between the College of Economics, Management, and Information Systems and the College of Sciences and Arts was also statistically significant at the level of ($\alpha \leq 0.05$), with a mean difference of 0.22131. Regarding the overall average of student assessments, it was higher among students in the College of Economics, Management, and Information Systems (mean = 2.64) compared to the College of Arts and Sciences (mean = 2.43), with a difference of 0.20844 statistically significant at the significance level ($\alpha \leq 0.05$). These results indicate that students in the College of Economics, Management, and Information Systems, compared to their counterparts in the College of Arts and Sciences, expressed relatively higher levels of satisfaction with the performance of university staff and public and academic services. This reflects the existence of real differences in students' experience with the university environment depending on the college. These differences may be due to factors related to the nature of the academic programs or the accompanying administrative environment, which requires consideration when planning to improve the quality of university services. The previous results are inconsistent with the study by Al-Mahairat and Al-Shaqran (2021), which concluded that there were no statistically significant differences in the level of student services provided based on study variables (gender, major, and college year).

4 RECOMMENDATIONS

Based on the findings of the study, the researchers recommend the following:

- Strengthening the culture of institutional accreditation and quality among university members by offering awareness programs and training courses that highlight the impact of accreditation on improving student services.

- Enhancing integration between academic and administrative departments at the university to provide comprehensive and interconnected services that focus on the student experience.

- Paying greater attention to regularly measuring student satisfaction with the services provided and using the results of surveys to develop improvement plans.

5 SUGGESTIONS

Based on the results, the researchers propose conducting the following studies:

- Conducting similar studies at other local and regional universities to compare institutional accreditation experiences and their impact on the development of student services.

- Conducting qualitative studies (interviews or focus groups) to explore the views of students and staff regarding the actual changes brought about by accreditation in university services.

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