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Abstract

Higher education has known many changes with the start of the 21st century. Moreover, with the rise of massification, internationalization and globalization, quality in higher education is facing multiple challenges. If Moroccan higher education wants to claim its own place among leading higher education systems, it has to pour its focus on the quality of the education it offers to its students. Among the key players in higher education who contribute substantially to the enhancement of quality are educational leaders and instructors. Investigating the practices that they engage in is one way to examine quality in higher education. The main objective of this thesis is to gauge the frequencies by which educational leaders and instructors engage in quality practices in the School of Letters and Human Sciences in Sidi Mohamed Ben Abdellah University as well as have an in-depth understanding of their experiences. The thesis also aims at examining instructors' self-perceptions of their practices, and their perceptions of their educational leaders' practices in the institution as well. In order to reach these aims, a survey was conducted to explore these perceptions quantitatively and qualitatively, and a mixed methods analysis was used to understand and analyze what practices they employ and why they do so. The data was collected through administering questionnaires to the participants virtually, and the data was processed through the use of Google Forms and Microsoft Excel. The data was presented in the form of graph charts and respondent testimonies. Finally, the findings of the study suggest that both instructors and educational leaders help improve the quality of their institution most of the time; however, they still face challenges at the institutional level that do not empower them to help improve the quality of their institution to the best of their ability.

Key words: Instructors, Educational Leadership, Quality, Higher Education.

Dedication

To my parents, the light of my life, Latifa and Mohammed

I fondly dedicate this humble work.

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Praise be to Allah, first and foremost,

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Abstract

Higher education has known many changes with the start of the 21st century. Moreover, with the rise of massification, internationalization and globalization, quality in higher education is facing multiple challenges. If Moroccan higher education wants to claim its own place among leading higher education systems, it has to pour its focus on the quality of the education it offers to its students. Among the key players in higher education who contribute substantially to the enhancement of quality are educational leaders and instructors. Investigating the practices that they engage in is one way to examine quality in higher education. The main objective of this thesis is to gauge the frequencies by which educational leaders and instructors engage in quality practices in the School of Letters and Human Sciences in Sidi Mohamed Ben Abdellah University as well as have an in-depth understanding of their experiences. The thesis also aims at examining instructors' self-perceptions of their practices, and their perceptions of their educational leaders' practices in the institution as well. In order to reach these aims, a survey was conducted to explore these perceptions quantitatively and qualitatively, and a mixed methods analysis was used to understand and analyze what practices they employ and why they do so. The data was collected through administering questionnaires to the participants virtually, and the data was processed through the use of Google Forms and Microsoft Excel. The data was presented in the form of graph charts and respondent testimonies. Finally, the findings of the study suggest that both instructors and educational leaders help improve the quality of their institution most of the time; however, they still face challenges at the institutional level that do not empower them to help improve the quality of their institution to the best of their ability.

Key words: Instructors, Educational Leadership, Quality, Higher Education.

مقتضب

في منطلق القرن الواحد والعشرين عرف التعليم العالي العديد من التغيرات الجوهرية، حيث فرضت العولمة والتواصل السمعي البصري السريع انتقال المعارف وتسارعها وتطورها وانتشارها عبر العالم تحديات متعددة على تجويد التعليم العالي عبر العالم.

وإذا أراد التعليم العالي المغربي أن يتبوأ مكانته الخاصة بين أنظمة التعليم العالي الرائدة، عليه أن يقدم لطلابه تعليما ذا جودة عالية، ولتحقيق هذا الهدف ولتحسين الجودة يجب أن تتظافر جهود جميع الفاعلين في التعليم العالي؛ ومنهم الأطر الإدارية "االقادة التربويون" والأساتذة.

ومن طرق فحص جودة التعليم العالي التمحيص والتدقيق في الأنشطة التي يمارسها ويشارك فيها االقادة التربويون والأساتذة بالتعليم العالي. وتهدف هذه الأطروحة الغوص في تجارب ومساهمات االقادة التربويين والأساتذة بكلية الآداب والعلوم الإنسانية جامعة سيدي محمد بن عبد الله بفاس، كما تهدف إلى الكشف عن التصورات الشخصية للأساتذة في ممارستهم لتدبير أعمالهم وكذا تصوراتهم لممارسات االقادة التربويين المشرفين على سير العمل بالمؤسسة الجامعية.

وللوصول إلى هذه الأهداف، تم إجراء مسح لاستكشاف هذه التصورات كما ونوعا، وتم استخدام تحليل الأساليب المختلطة لفهم وتحليل الممارسات التي يستخدمونها ولماذا يفعلون ذلك. كما تم تقديم بيانات في شكل مخططات بيانية بناء على آراء وشهادات المستجيبين.

وخلص البحث إلى أن الأساتذة والقادة التربويين يساهمون في تحسين جودة التعليم بمؤسساتهم قدر الإمكان المتاح لهم، ومع ذلك تبقى هناك تحديات على المستوى المؤسسي تحول دون المساعدة بشكل أفضل في تحسين الجودة على أكمل وجه.

الكلمات المفتاحية: المعلمون، القيادة التربوية، الجودة، التعليم العالي.

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Acronyms and abbreviations

ASG-QA	African Standards and Guidelines for Quality Assurance in Higher Education
CHEA	Council for Higher Education Accreditation
CNAA	Council for National Academic Awards
CREDIF	Culture, Representation, Education, Didactics and Training Engineering
ENSH	École Supérieure des Lettres et des Sciences Humaines
FLDM-USMBA	Faculté des lettres et des sciences humaines Dhar El Mahraz - Université Sidi Mohamed Ben Abdellah
HE	Higher Education
HEIs	Higher Education Institutions
ICT	Information, Communication and Technology
IT	Information Technology
ITS	Information Technology Support
LSP	Laboratory of Sociology and Psychology
LTPH	Laboratory of Territory, Heritage, and History
MLQ	Multifactor Leadership Questionnaire
OECD	Organisation for Economic Co-operation and Development
PSCS	Psychological, Sociological and Cultural Studies
QA	Quality Assurance
QAAs	Quality Assurance Agencies
SLLACH	Language Science, Literature, Art, Communication and History
TQM	Total Quality Management
UNESCO	The United Nations Educational, Scientific and Cultural Organization

General Introduction

I. General Background

Following several decades of post-independence and post-liberation development on the African continent, much progress has been made on a number of fronts in developing societies; establishing stable governments, and instituting systems of higher education and economic production, amongst others. Morocco is no different. Development has been steady in many countries, resulting in a better standard of living for their citizens. It is clear, however, that the colonial, post-colonial and other exploitative legacies have left deep imprints on developmental challenges, which in most instances in more than half a century of self-determination, have hindered African countries from achieving full development, including the higher education front. This has been exacerbated by instances of internal and regional conflicts, poor governance, corruption, and injudicious use and management of available resources. In most cases, the scale of challenges related to development seemed overwhelming, and disproportionate to the number of resources available to address them adequately and sustainably.

Higher education is considered an important driving force of economic competitiveness in the 21st century economy. The fact that states need to improve employability skills necessitates quality within the higher educational sphere. Direct state regulations or incentives, competition among private, state-owned institutions and national and transnational debates like the Bologna Process are all encouraged to prioritize quality in their visions. As there is a need for making higher education accessible for students. This insinuates that society at large and the academic sphere are both concerned with the insurance of quality. There is a focus on public assessment and worldwide rankings of higher education institutions. For instance, rankings can be based on research, performance, quality of teaching and equipment, however vague these terms may be (Valdois, 2016).

Morocco as an African country faces these challenges regularly, and it must compete not only on a continental level, but on a cross-continental international level. Ettaoualy (2013) confirms that Morocco's encouragement of higher education institutions can be manifested in the constant and solid increase of student numbers in these centers. In 2000, more than 60,000 students were enrolled in higher education and training centers in the capital city of Rabat (The Reform of Higher Education in Morocco, 2002). During the 2009-2010 Academic year, the number of students enrolled in Moroccan public universities

reached 308 005, in Moroccan public universities and almost 310 000 in vocational institutes. According to the World Bank, from 1985 to 2000 the average annual growth rate of university enrollment was 6.3 percent and 13 percent from 2000-2010. By the year 2021, the number of students enrolled in Moroccan universities reached around 1.3 million students.

These numbers can be overwhelming as higher education is expanding further as the years go by; as a consequence, quality was affected by the many factors that came with all the students participating in higher education, so there is a need for quality assurance and accreditation of institutions and programs. The quality assurance in Moroccan higher education has always been at the center of the reforms, notably articles 77, 78 and 79 of Law n°01.00 (Ministry of Higher Education, 2000), the strategic vision of the reform (2015 – 2030) and the framework law n°51.17 (Ministry of Higher Education; 2019) relating to the system of education, teaching, training and scientific research. According to Ettoualy (2013), these initiatives stipulated three new plans, the first is the founding of accreditation programs in public and private institutions of higher education. The second is the establishment of an evaluation system, and the third is the foundation of a regulatory apparatus. According to these procedures, assessment and accreditation became a continuous process for higher education institutions and curricula.

This part poses many challenges in the face of higher education. How can it be ensured? What processes are involved in quality assurance? Who are the responsible parties when it comes to quality and its assurance? What do all the stakeholders think about ensuring quality in their institutions? What role(s) do they play?

Oustous et al. (2021) emphasize that the practice of continuous evaluation and quality assurance in higher education is a fundamental aspect of developing the country. UNESCO's report says that:

> "The issue of quality is as important as all the new challenges and problems relevant to education. The young person [the student] should nowadays be prepared to face those new challenges; they should be armed with new knowledge, techniques, skills, and behaviors. Education values should be strengthened through a quality education that provides all students with equitable access regardless of their geographical area of residence. […] This is why the quality of education is a must that goes beyond its importance or usefulness for development" (As cited in UNESCO, 2014).

In order to answer any concerns about quality in higher education, many factors must be considered, the primary one is the *context.* Just like the other African countries, Morocco has had its own history with colonialism and development issues as it was stated before. Quality must be uniform and if Morocco cannot compete internationally, at least it must rank itself well among its neighboring African countries. To do this, it must adhere, follow, and maintain certain standards that are appropriate for the context Moroccan higher education exists in.

The African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) is a document that was prepared for the African Union Commission and European Union Commission through means of benchmarking of high-level quality institutions. This was prepared for African countries that aspire to elevate their level of quality in the level of internationally recognized institutions and systems.

The ASG-QA will support higher education institutions and quality assurance agencies (QAAs) in Africa in implementing good quality assurance (QA) practices by guiding them in the application of standards and guidelines in higher education, helping them to develop adequate internal QA mechanisms that fit international best practices and assisting them in assessing their own quality through self-assessment.

The specific purpose of the ASG-QA is, therefore, to support higher education institutions and quality assurance agencies in Member States in Africa to:

- Have a common framework and understanding of quality assurance systems for teaching and learning among all stakeholders at continental, regional and national level.

- Develop mutual trust, thus facilitating recognition and mobility of students and human resources within and across national borders of the continent.

- Ensure quality improvement and enhancement in higher education on the continent through self-assessment, external peer review and continuous monitoring and evaluation.

- Promote transparency and accountability by providing appropriate information on quality assurance to the public.

- Support higher education institutions to develop a sustainable quality culture.
- Promote international competitiveness of Africa's higher education system; and
- Support the production of relevant teaching and learning resources as well as student assessment instruments.

This document outlines the standards and guidelines that are considered essential for attaining quality in higher education, focusing mainly on: institutional governance, policies and processes that promote quality in higher education; teaching and learning environment; research and innovation; collaboration and community engagement. It also discusses other aspects that are closely related to external quality assurance as well as governance. However, the document is important to the study in regard to what it discusses concerning internal quality assurance which is the quality assurance that instructors and educational leaders of the institution are responsible for. So, what are these roles that both instructors and educational leaders play in ensuring quality in their own institutions?

According to Nagoba and Mantri (2015), the role of the instructor assumes greater relevance in this declining route that higher education is taking. It is a demanding task for the instructor to enhance the quality in higher education. It is said that a good instructor holds the key to a world of learning opportunities for the students. It seems that the instructor is considered as a sculptor who must play multidimensional roles to help and guide students. Quality education is the solution to all the problems and instructors are one of the main ingredients in giving quality education.

The success of any education system depends on the quality of teaching, which, in turn, depends on the effective teaching/learning process. Instructors' role is of vital significance for the development of society and appropriate changes in it. Thus, the quality of higher education depends upon the quality of those who impart it. Instructors are among the most important components of any educational system. Hence, instructors play a very crucial role in developing and improving the quality of higher education and in imparting and maintaining the assurance those systems' quality. According to Nagoba and Mantri (2015), the instructors' role is of great significance for the development and improvement of society at large. Thus, instructors are one of the most important components of any educational system, and investigating the instructors' role in improving quality in higher education would be a part of the current study.

According to Bergan (2003), while students are central to the development of quality procedures at higher education institutions, they often occupy a very marginal role as political actors in the discussion of university quality. Compared to other stakeholder groups, students are more or less involved in university governance, and they have been since the 1960s. However, their decision-making and political influence within governing bodies is rather low; it is between 1/5 and 1/10 of members of governing boards are students (2003).

Unlike other stakeholders, they possess strong short-term mobilization capacities. Recent empirical research is scarce (exceptions are Bergan, 2003; Rhoades, 1999), or it usually concentrates on the status of students as consumers or clients rather than on their governance capacities (Bergan, 2003). This limitation may be a consequence of taking quality assurance as the central point of reference for research with instructors and educational leaders, thereby denoting students —as passive recipients of market-oriented skills and knowledge (Morley, 2003).

Educational leaders play a crucial role in improving the quality of higher education. They are responsible for guiding and shaping the direction of educational institutions, fostering a culture of excellence, and implementing strategies to enhance teaching, learning, and overall academic experiences. Levin (2006) states that educational leaders establish a clear vision for quality education within their institutions. Particularly speaking, they articulate goals and aspirations, ensuring that they align with the institution's mission, values, and the needs of students and stakeholders. The vision serves as a guiding principle for all educational initiatives and helps create a shared sense of purpose and direction.

Educational leaders foster a culture of quality by promoting a supportive and inclusive learning environment where all stakeholders can thrive, students (Hollowell, 2019). Educational leaders also encourage collaboration, open communication, and a continuous improvement mindset among faculty, staff, and students. They emphasize the importance of academic integrity, professionalism, and ethical conduct throughout the institution, this directly impacts the quality of the higher education institution that they lead.

Educational leaders design and implement quality assurance mechanisms to monitor and assess the performance of academic programs and services. According to Steinert (2016), they establish processes for curriculum development, program evaluation, student assessment, and faculty development to ensure that educational standards are met and

continuously improved. Not only that but they also promote innovation and research within the institution to enhance the quality of teaching and learning. They support the exploration and adoption of new pedagogical approaches, technologies, and instructional strategies that align with emerging trends and best practices in higher education. They also encourage faculty and students to engage in research activities that contribute to the advancement of knowledge in their respective fields. By fulfilling these roles and responsibilities, educational leaders contribute significantly to improving the quality of higher education, fostering a vibrant and enriching learning environment, and preparing students for successful futures.

II. Statement of the Problem

The heart of this research lies in the ever-existing question of "how can Moroccan higher education get better?" This is where most concerns of quality of *anything* start. To answer such questions and understand these concerns, it is of utmost important that we identify what is working and what is not, and then come up with suggested solutions to remedy whatever does not work as well as think of *better* procedures to improve whatever already works. Through systematic maintenance higher education institutions will be able to ensure a stable level of quality.

This is where instructors and educational leaders, as important stakeholder groups, play a role. The instructors reigning over their classroom, and the education leaders leading the higher educational community in the institution at large are what will drive quality to be more better. This may seem like an easy task; however, the concept of quality has proved itself to be quite elusive and complex (Liu, 2016), not only that but defining quality according to the different variables each institution is subject to can be challenging. Thus, a study in which there is a careful and an all-encompassing investigation is needed. A study in which quality as an abstract notion is quantified and broken down into smaller, more digestible components would be helpful to understand the state of quality in Moroccan Higher education.

III. Objective of the study

The research objectives of this study are about investigating what quality in higher education is. It also aims at identifying the behaviors of both instructors and educational

leaders and how they relate to improving quality in higher education. To break these objectives down more, it would be better to present them in bullet points:

The thesis aims at delimiting quality in higher education in Morocco. This will be done through the thorough analysis of the data collected as it would be through identifying the quality practices of both instructors and educational leaders. The thesis also aims at identifying the instructors' role in improving quality in higher education. This can be achieved through the analysis of the collected data since it would reveal the practices that instructors commit themselves to inside and outside the classroom. On the other hand, as an important element in the educational journey of students, the educational leaders' role is also an important aspect to be investigated in this thesis. As for the educational leaders, instructors would report on the leadership practices in their institutions.

The study also aims at creating a major scheme where points of strength and points of weaknesses are identified. Questions like what aspects do instructors need to improve to deliver the best quality of instruction to their students? and what is it that instructors already master in the Moroccan higher educational system? Also, what aspects do educational leaders need to enhance to create an environment that is satisfactory to both instructors and students? and what is it that instructors think that educational leaders can enhance for the benefit of the quality of the higher educational institution? The thesis also aims at quantifying different aspects of quality in Moroccan higher education institutions and count the frequency by which certain quality procedures occur.

To conclude, some of these objectives are primary and some of them are secondary, but both types are important and will be attempted to reach by the end of the study. They delimit the research scope and make the research more valid, reliable, and clear since it provides more focus.

IV. Research questions

In this study, there are two major research questions, they are as follows:

1. What are the instructors' perceptions of educational leaders' practices and roles in improving quality in higher education?
2. What are the instructors' perceptions of their own practices and roles in higher education?

The research questions typically attempt to describe or summarize the characteristics, patterns, or relationships within a particular phenomenon or population. As it is the case now, answering these research questions would give a thorough description of how behaviors of instructors and educational leaders can improve the overall quality of their institution. This comprehensive overview will also help determine the perceptions of instructors of their own performance inside the class as well as their perceptions of the performance of their educational leaders in the institution.

To conclude, these research questions seek to obtain descriptive information about the perceptions, behaviors, attitudes, or experiences of instructors concerning their practices and their leaders' practices as well. They aim to provide a comprehensive and detailed understanding of the subject being investigated, which is quality in higher education. This would involve collecting and analyzing quantitative data through the survey used, and existing secondary data sources to answer these research questions and generate descriptive summaries or theories.

Chapter I

The Review of the Literature

Introduction

The review of literature is an essential component of any scholarly work, as it lays the foundation for understanding the existing research, identifying knowledge gaps, and informing the current study. In this section, the relevant studies and scholarly works that have been conducted in the field to date will be examined and synthesized. By reviewing the existing literature, the key themes are explored, theoretical and conceptual frameworks are set.

This review encompasses a wide range of sources, including peer-reviewed journal articles, books, dissertations, and conference proceedings. By synthesizing the findings and insights from these diverse sources, we can gain a comprehensive overview of the current state of knowledge and identify areas for further investigation. Throughout the review, the literature review will be organized thematically, highlighting the main concepts, debates, and trends that have emerged in the field. Additionally, the literature will be analyzed for evidence relevant to this study, this would offer a balance in the research between what is theoretical and applied. By engaging with the existing body of literature, a different perspective on quality, educational leaders and instructors will be offered as it will contribute new insights and advance the existing understanding of the topic. This review of the literature would serve as solid foundation for the subsequent chapters of this study.

I. Higher Education between the Past and Present

A. Higher Education in the 20th Century

Higher education has been expanding at very high rates everywhere in the world. Schofer and Meyer (2005) reveal that by the end of the 19th century, approximately five hundred thousand students were participating in higher education institutions worldwide, which is a very small number compared to "college age" individuals (as cited in Banks, 2001). On the other hand, Schofer and Meyer (2005) acknowledge that the number of students participating in higher education had increased to approximately one hundred million, which represents about 20% of the age cohort worldwide (as cited in UNESCO, 2004).

As higher education expanded rapidly between the 1950s and the 1970s, there was unprecedented growth in the number of colleges as well as in the wide variety of curricula.

Different colleges had different views about what curricula should contain, which was generally in reaction to demands of specific groups that were managing those colleges. Soon a plethora of reviews, standards, and subjects differentiated colleges. Management and governance of curricula became very difficult, and the multiplicity of programs and financial difficulties resulted in a decline in quality. This decline only became apparent by the last quarter of the 20th century and in the beginning of the 21st century, so such issues are still in the process of being sorted out.

Trying to delimit the vision of higher education pre-21st century proves to be a difficult task. Many variables present themselves when defining a well-formed answer to "what higher education is in the 20th century?". These variables can be explored by diving into the different changes and movements that were considered pivotal in the 20th century and who had a direct striking effect on what higher education was at the time.

1. Socio-historical Background

Many changes that occurred in the 20th century like the immense increase in world population, the boom of industrialization, the colossal influence of both technical and socio-psychological advances in communication, challenging revolutions on values perpetuated by religion, and social changes promoting more equality have all affected the course of higher education. The 20th century has marked many social and political changes with an increased need for updated specialized knowledge and training as well as more diversity among students and staff. In fact, Shimahara and Anweiler (2015) stated that education and higher education were seen as a means for national development and a tool to cross national and cultural barriers. This resulted in a tremendous increase in the quantity of education provided to eradicate illiteracy, and colleges were built everywhere. The number of universities in many countries doubled and even tripled between 1950's and 1970's.

With the rapid industrial and technological advancements, Shimahara and Anweiler (2015) asserted that new methods, processes and machines were made on a regular basis, and old skills were considered archaic and even obsolete. Moreover, knowledge increased consistently, and researchers, skilled workers and professionals were needed in all sectors. In fact, only in higher education these skilled individuals were produced. Furthermore, these scholars claim that:

> The processing of information underwent revolutionary change. The educational response was mainly to develop technical colleges, to promote adult education at all levels, to turn attention to part-time and evening courses, and to provide more training and education within the industrial enterprises themselves. (2015, p.1).

Then, as higher education was growing, participation in higher education was encouraged more than ever, and technical specialized knowledge and training were promoted as well to fulfill the demands of industrialization at the time.

There have been challenges that the 20th century higher education institution were facing because of the increase of urbanization and population; it was becoming more difficult to provide adequate quality higher education to citizens. Also, Shimahara and Anweiler (2015) mentioned that differences in family background and the cultural stir, partly occasioned by change of immigration patterns, required specific teaching methodologies and content appropriate to a more heterogeneous school population.

According to Bernhard (2012), higher education has been dealing with a great deal of pressure because of the current societal on-goings and developments. There has been a compelling shift from an elitist higher education in the middle of the 20th century towards massification of higher education towards the end of it; this significant change still takes place in "universal higher education" debates in the 21st century (as cited in Trow, 1974). Van Ginkel (2003) asserted that universities were changing because of the development of knowledge societies and economies, the spread of technologies, globalization, and the ongoing discussion on whether universities should be private or public.

According to Teichler (1992), the term "higher education" is considerably new, and it only became popular in the 1970s since universities were no longer the only institutions to provide students with higher education. From the Middle Ages to approximately the 1960's, universities were the only post-secondary institutions. In fact, Scott (2007) claims that the roots of universities as teaching and learning tools originated in the Middle Ages. Sequentially speaking, the first institution that is considered by many to be the first university is in Bologna in the 11th century. What makes it qualify as a university is the fact that it is characterized as "skeptical, systematic, innovative" organization of teaching and learning (Teichler, 2007). According to Gellert (1993), throughout time, three models have developed:

- The British model: it emerged in the 19th century with Oxford and Cambridge and has a close relationship between the teacher and the student with an emphasis on personality development through "liberal education".
- The German model: it emerged by the end of the 19th century and based on the idea of a public administrator called Wilhelm von Humboldt with the principals of academic freedom, the unity of teaching and research, the autonomy of institution and the freedom of learning (Humboldtian model).
- The American model: it emerged at the beginning of the 20th century as first result of the spread of European models across the world and combines the British undergraduate model with an emphasis on the liberal and multidisciplinary education and the German graduate education model stressing the importance on research.

The issue with higher education is that it has gone through many transformational processes with the most influential ones being massification, privatization and internationalization.

a. Massification

In the 1980's, scholars maintained that "the prevalence of mass education is a striking role of the modern world. Education […] becoming a compulsory, essential institution" (as cited in Boli et al., 1985, p.145). Bernhard (2012) asserted that the increasing numbers of higher education students was a phenomenon that was occurring all over the world. Bernhard (2012) recounted that there were more than 150 million students in higher education worldwide, and this augmentation did not seem to be stopping; thus, this expansion has changed the knowledge and academic societies and made them more diverse.

On another note, Trow (1973) classified the effects of such expansion according to different criteria like access, curriculum, institutional diversity, academic standards, governance and so on. This resulted in the creation of three types of higher education. Briefly, elite higher education systems incorporate higher academic standards and a homogenous group of students for higher education community positions. The second type is a mass higher education system, and it compromises newer institutions with different academic standards and quality and "open access" policies. The third type is called universal higher education systems which is characterized by deep alterations in institutional structures

and conceptualizations of higher education since information technologies took the lead in universal access to higher education.

Bernhard (2012) also built on these perspectives and emphasized the effects of massification on funding. Some institutions resort to raise tuition fees for more financial gain and quality; however, this is not the case of all states, some would not charge students for their education but would mainly rely on state or external stake holders for funding (as cited in Trow, 2000). It is important to note that raising tuition cannot solve the issue of massification and inflated demands since quality is the main focus of stakeholders in higher education. When it comes to the three systems mentioned before, the sequence in which they were cited does imply a certain chronology to them; however, the newer systems do not prove to be complete transformations of the older ones, but a result of the demand of access. The three different systems still exist to this day alongside each other.

Trow (2000) was not the only one to theorize on higher education massification, another heavily cited researcher, Altbach (2008) shed light on the features or characteristics of massification in higher education with the first being "public good vs. private good" which created a debate on the funding of higher education and whether students should pay tuition or not. The second is access which alludes to the magnification of enrollment rates, and its effects on the population and diversification of students and their mobility. Another feature is differentiation; this refers to the way institutions in higher education are dealt with in an idiosyncratic way with each institution having its own mission that it must maintain and attend, and this is true for all higher education institutions. A fourth feature is varied funding patterns; many institutions all over the world do not only rely on the state or private funds, but also get funding from student tuition and fees, sponsored programs and loans, university income generating programs and philanthropic support. The last feature is the decline in quality and conditions of study. On average, in most countries quality has declined because it became very difficult to "afford" it, even for top sector institutions (Bernahrd, 2012).

To conclude, massification in higher education presented many different and new challenges, and to face them institutions must not turn a "blind eye" to keeping a balance when it comes to issues discussed above. Also, keeping these considerations in the loop, debates on quality assurance in the field of higher education should be a focal point in the decision-making process.

b. Privatization

Stiglitz (1999) shared the view that knowledge was basically a public good and it should be available to everyone. Marginson (2007) examined the conceptualization of public or private depending on "the intrinsic character of goods" according to neo-classical economics or "by the legal ownership of goods" according to judicial definitions (p. 191). Thus, the state owns or produces public goods whereas private goods are produced outside of government reference. A public good, according to Samuelson (1954) and Stiglitz (1999), is ruled over by two criteria "non-rivalry" and "non-exclusion" and any good that does not have these two attributes is deemed a private good.

However, in the field of higher education, there is not a clear-cut distinction between public and private institutes. There is usually a mixture of "public" and "private" universities depending on what is considered teaching, learning, research, community and national services in terms of higher education institutions (Marginson, 2007). Bernahrd (2012) went further and explained that knowledge was considered a "global public good" for reasons mentioned before and because it was also universal and widespread. The author added that higher education was intrinsically neither public nor private, but it tends to be viewed through either a public or private approach. This mixture of approaches adheres to political parties and socio-economic conventions (Marginson, 2007).

Bernhard (2012) explained that due to the expansion of higher education and the fact that universities were becoming more and more heterogenous, public and private alike, there was a need to optimize the potential of globalizing higher education by developing strategic policies. Privatization of higher education and agencies paves the way for coordination transnationally, which makes higher education more accessible and creates a "global higher education public space" with "civil agents, autonomous institutions, disciplinary communities, market actors involved in cross-border relations in the sector" (Marginson & Van Der Wende, 2007, p.34).

Simply put, since higher education is transforming rapidly, the borders of public and private goods seem to be more liminal and ambiguous, which makes the issue of privatization of higher education hard to delimit; however, Johnstone (2004) attempted to generally define it as a process or tendencies in which universities (both public and private) take the characteristics of operational norms and associate it with private enterprises.

Bernhard (2012) proposed contrasting views when it came to the privatization of higher education. Some consider it to be a necessary outlet to elevate some of the pressure on the public sector and provide a more restricted access policy while some believe that it weakens and changes the main objectives of universities and colleges, opponents of privatization of higher education advocate that higher education should be for the majority and not just for a privileged elite group.

In summary, this breach in the two sectors of higher education gave birth to multiple polarities in this regard like public elite vs. private mass higher education sectors; private elite vs. public mass higher education sectors; marginal private higher education sectors as well. In fact, it depends on each state and its regulations. However, as many different sectors as there are, privatization of higher education was one of the many features of massification in higher education.

c. Internationalization

Another transformation process that focuses on a development affecting the whole world. Globalization and internationalization processes are other features of enormous expansion tendencies in higher education. Groennings (1987) explained these processed as "one of the most powerful substantive developments in the history of American higher education" (p.2). Historically speaking, de Wit (2002, p.16) noted that "until the twentieth century, this [international] dimension was rather incidental and individual". Then, this process of expansion took two different tones: a more popular growth of border-crossing operations like student mobility, staff mobility, cooperative research activities, and a trend in universalization, globalization, internationalization or regionalization of higher education. In fact, Teichler (2007b) concurred that although the internationalization of higher education has increased, emphasis was targeted towards the whole higher education system not only towards mobility programs.

On a side note, it is important to make a distinction between the processes that may be used interchangeably: globalization and internationalization. Wende and Westerheiiden (2002) stated that:

> […] in terms of both practice and perceptions, internationalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition,

pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good (p. 117).

The focus is more on internationalization in this context. OECD, the *Organisation for Economic Co-operation and Development,* reported that internationalization of higher education is defined as "the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions" (p.5). The OECD emphasized on the development aspect of experience and know-how through and exchange of practices, staff, and students, so it is not only a process but also a strategy to improve quality. This is why, countries are facing more and more pressure to make their higher education more international which engenders more challenges like marketization of institutions, funding, university partnerships, etc.

2. Major Intellectual Movement

In the 20th century many psychologists revolutionized the sphere of education. Shimahara and Anweiler (2015) reported that Johann Herbart was the first to call for an application of psychology to teaching while William James was the one to discuss the psychology of education in Harvard University. These influential psychological advocates had a great impact on higher education.

Additionally, one should not forget James's student Edward L. Thorndike who introduced modern educational psychology in 1903, as well as the acclaimed works of Sigmund Freud in the 1920's on psychology. Both served as an application on the national training and education task in the 1940's and 1950's. Shimahara and Anweiler (2015) stated that these works spurred on a wave of research in the field of educational psychology which had a direct effect on teaching in higher education, especially in areas concerning motivation, learning theories, conditioning both classical and instrumental, as well as other fields related to educational psychology.

This resulted in a close relationship between these fields of study and educational theory, which allowed philosophers and educational theorists alike to understand the new paradigms of knowledge and teach them in universities. However, Shimahara and Anweiler (2015) acknowledge that all these rising new waves of research were still criticized in the

1960's and 1970's for bearing the motives and interests of dominant classes. Also, Critical theorists and philosophers continued to unravel the social control and oppression in higher education institutions, and even new ethical questions on issues such as abortion and biological experimentation took center stage when it came to revolutionary discussion platforms.

3. Traditional Movements

Even with the many social and radical economic changes and the newer more progressive movements that were advocated, there were still voices which promoted "older" traditions. These voices were the strongest in the 1930's and 1950's and again in the 1980's. The authors mentioned above were mostly essentialists who emphasized the human experiences that were common to all times. Schoffer and Meyer (2005) claimed that these orientations approved more of "mental disciplines", content and method wise, they appreciated effort more than interest.

This disciplined French-like view of higher education put more focus on diligent hard-working students with a more rigid learning experience. Schoffer and Meyer (2005) reported that intellectuals like Robert M. Hutchins, president of University of Chicago, and Mortimer J. Adler, professor of the philosophy of law at the same faculty were proponents of this essentialist view of higher education. In fact, Widmer, Ellis and Trunnell (1996) advocated for a restoration of an "Aristotelian" view of higher education which is characterized by unchanging truths and fixed content and aims while Hutchins was attacking American higher education for its vocational and "anti-intellectualist" nature (Hudson, 2007).

To conclude, higher education in the 20th century was more about keeping up with changes that have taken place on the social, political, economic, ideological and cultural level. Moreover, it was considered as a "factory" that produced the much-needed professionals and a haven for intellectuals whose freedom was controlled by the dominant in power; however, this vision started to change and took on a more refined and flexible form as the turn of the millennium was approaching and as the transformational process took place.

B. The Shaping of the 21st Century Higher Education

1. The Changing Purpose of Higher Education

After looking into the different aspects that characterized higher education in the 20th century, it is of utmost importance to investigate the more recent features of higher education in the 21st century. As universities evolved with the turn of the new millennium, it became obvious that the skills and requisites that students have learnt in the past became obsolete. This certainly calls for a new definition of higher education and the vision that it sets for itself to deliver a quality higher education experience for all its participants. Bailey (2016) affirmed that the purpose of higher education has been rapidly changing as well as the context and students' expectations of the institution. Unlike the 20th century higher education which had fixed goals and methodologies, the 21st century higher education institution is a lot more flexible. In fact, Bailey (2016) declared that in providing high quality education, institutions should align and be prepared to remain abreast with the emergence of technical trends, educational environments, and various teaching and learning pedagogical strategies. This way, higher education can use these continuing developments to make the most of students' learning experiences and choices.

In light of the ongoing discussion concerning the purpose of higher education in the 21st century, Collier (2015) mentioned three general purposes for higher education: serving as a means for personal development, serving as a part of a system of innovation, and producing educated citizens. This statement puts forward a newer perspective on the purpose of higher education; acquiring a liberal education, developing a flexible mind, promoting intellectual development, helping students acquire knowledge and skills, and finally, helping them learn how to apply their knowledge and skills in a variety of ways and contexts. On the other hand, Collier (2015), also mentioned a more utilitarian and functional perspective on the purpose of higher education. This perspective encourages the idea that higher education should be more instrumental in order to aid younger people to acquire the needed skills to land jobs and achieve their goals.

To sum it up, these two perspectives are both relevant since in a way they complement each other, and it would be recommended for all the stakeholders to decide on

which perspective should be more influential in any particular institution; of course, that would be dependent on the long-term and short-term goals that the said institution sets for itself.

2. Features of 21st Century Higher Education

An adequate way to have an idea about what a typical quality higher education institution should be and provide for its students is by considering *The World Declaration on Higher Education for the Twenty-First Century: Vision and Action*. It was adopted by UNESCO's World Conference on Higher Education on October 9th, 1998 to provide a framework for priority action for change and development in higher education with the aim of setting global standards on the ideals and accessibility of higher education, which obviously is related to the issue of increasing quality in higher education worldwide.

The participants in the World Conference on Higher Education which assembled at UNESCO Headquarters in Paris, from the 5th to the 9th of October 1998, considered the principles of the Charter of the United Nations, the Universal Declaration of Human Rights, and Social and Cultural Rights, in particular Article 26, paragraph 1, which states that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit'. The conference discussed many aspects in the form of numerous sections some of whom would be discussed shortly as a way to understand the vision that this conference set for higher education globally.

a. The Mission to Educate, Train and Undertake Research

Higher education institutions, as articulated in the conference, need to contribute to the sustainable development and improvement of society by educating its students. In fact, higher education institutes need to educate highly qualified and responsible individuals who are able to integrate in all sectors who can demonstrate relevant qualifications like professional training, high-level knowledge and skills, and this can only be achievable via courses that are specifically designed according to the present and future needs of students (UNESCO, 2004)

Another important point is higher education institutions would have to provide opportunities for higher learning and individual development as well as social mobility for the learners to be active agents in society. Furthermore, higher education institutions would

also have to advance and circulate knowledge through research in all areas, and present relevant specialized knowledge to assist society and development. Consequently, this would contribute to the development of all educational levels (UNESCO, 2004).

b. Ethical Role, Autonomy, Responsibility and the Anticipatory Function

In this regard, higher education institutions and their staff and students need to be able to speak out on ethical, cultural and social issues while being fully aware of their responsibilities, in spreading awareness that societies need to reflect, understand and act accordingly. They should also enjoy complete academic freedom and autonomy as a right all the while being fully responsible and accountable to society (UNESCO, 2004)

Institutions, staff and students also need to improve their critical functions by dissecting surfacing social, economic, cultural and political trends in order to exercise their intellectual right and moral prestige to protect universally accepted values like peace, justice, freedom, quality and solidarity. They should also play an active role in helping determine and discuss issues that directly influence the well-being of societies, communities and nations (UNESCO, 1998).

c. Equity of Access

According to Article 26, paragraph 1, as mentioned before, admission to higher education is based on merit, devotion, capacity, perseverance, and hard work as demonstrated by those who are expecting to participate in higher education. This entails that no discrimination can occur in allowing access to students based on gender, race, language or religion, economic, cultural or social distinctions or physical disabilities (UNESCO, 2004).

Higher education needs to reinforce and determine its links with other previous levels of education, especially secondary education. it needs to be operating in a system where students can transition smoothly from secondary education to higher education. Secondary education should prepare qualified students to access higher education, so that students can develop their capacities to learn and train for a wide range of jobs. That can only happen if access to higher education is open to all those who have successfully completed their

secondary education, and based on merit, without any form of discrimination (UNESCO, 2004).

Access to higher education needs to be facilitated to students who are members of a special group, who are cultural and linguistic minorities, disadvantaged individuals who are living under occupation and those who suffer from any physical disabilities. These students also need to be assisted by any means necessary, like special materials in courses and assessment as well, so that they can overcome any obstacles that they may face (UNESCO, 2004).

d. Enhancing Participation and Promoting the Role of Women

The issue of gender may seem to have resolved itself concerning women's participation in higher education; however, various socio-economic, cultural, and political obstacles in many places in the world can hinder their active participation in higher education. To reduce these challenges that women in higher education face, there should be priority for all stakeholders to allow a safe non-discriminatory type of higher education based on the principle of merit (UNESCO, 2004).

One of higher education institutions' missions should be to eliminate any gendered stereotyping, to take into account gender aspects in any discipline, and to encourage women's participation in any discipline which women may shy away from because of them being more male-dominated, not to forget that women should also be more included and involved in decision-making. Also, more efforts should be made to eradicate any political and social barriers that women face like under-representation and passive involvement in policy making within higher education (UNESCO, 2004)

e. Advancing Knowledge through Research and Publication

Advancement of knowledge by means of research is an important aspect of higher education. Research can benefit higher education in many ways; for example, it promotes post-graduate studies, it encourages innovation, interdisciplinarity and trans-disciplinarity; these aspects are promoted via research laboratories and programs. Furthermore, institutions should make sure that members of the academic staff are taking part in research and are trained, funded and supported properly, and their research results should be published and used to benefit the common good of the society (UNESCO, 2004).

The report also underscored the importance of encouraging in all sorts of disciplines and departments including the social and human sciences, engineering, natural sciences, mathematics, informatics and the arts in higher education. In fact, the improvement of research in higher education directly improves the quality within the same institution if financial support is provided from both private and public sources (UNESCO, 2004).

f. Strengthening Cooperation with the Job Market and Societal Needs

With the changing turbulent economies and the surfacing of new production paradigms on knowledge and how it can be applied, the links that relate higher education and the job market should be reinforced since higher education is the last stage that potential professionals go through. This can be done through having business representatives in the governance of higher education institutions, by providing students with opportunities to get internships and apprenticeship/work-study spaces, and by encouraging exchanging of personnel between the work sphere and higher education institutions to promote the utilitarian and instrumental purpose of higher education (UNESCO, 2004).

Additionally, higher education institutions would need to keep up with the newest trends in the job market and try to integrate the skills required for them in higher education curricula in all departments, especially in the scientific, technological, and economic sectors. This can only be achieved via the joining of forces between higher education institutions and the work force, and also by collaborating in making decisions concerning the assessment of learning, which should incorporate an integration of theory in practice in all fields. In fact, one of the many functions of higher education is to prepare and create new jobs; this falls under its anticipatory function (UNESCO, 1998).

Higher education is also meant to sensitize and bring out the entrepreneurial sense in its students who are meant to be employable and take initiative. Higher education could even encourage students not only to find jobs but to create them as well. The students, then, would have a sense of social responsibility and become active participants in society who promote justice and equity (UNESCO, 1998).

g. Diversification for Enhanced Equity of Opportunity

Diversity is another major concern for higher education. The report insisted that it was essential that the different higher education models diversify their criteria for recruitment,

meet the demands of the new trend of internationalizing higher education, promote different delivery modes, and widen the access to higher education front to students from everywhere in the world (UNESCO, 1998).

Higher education institutions that can be considered diversified can be either public, private, or non-profit institutions. These institutions should allow a plethora of training and education opportunities where students can accumulate knowledge as well as get different degrees and will be able to enroll in short courses with flexible schedules with the possibility to be part-time students, and in which they can have the choice to be distance learners (UNESCO, 1998)

h. Innovative Educational Approaches: Critical Thinking and Creativity

A new vision of higher education has to integrate a student-oriented paradigm. All higher education institutions in this day and age have to embark on radical uprooting changes in reforms to cater for a less teacher-centered approach and a more diversified environment for the students. It should be higher education's mission to educate and inform students and motivate them, so that they can be critical thinkers and be able to analyze and find solutions to society's problems as part of their social responsibility (UNESCO, 1998).

These outcomes can only be achieved if the reforms touch upon curricula and the current outdated approaches and methods. New more contemporary didactic approaches should be promoted and accessible to university teachers so that the students can acquire skills effectively. This way students can develop their critical thinking and creativity, whether they are learning individually or in groups in different contexts. The students should be able to combine traditional knowledge and know-how with technology in order to solve problems, either in their learning experience or in their own community (UNESCO, 1998).

The new reformed curricula have to take into account the gender aspect and cultural, historical, and economic contexts of each community. The teaching of human rights and values need to be reflected in the content taught in all spheres, specifically those for entrepreneurship. The institution's academic staff need to take a significant role in determining the goals of the reforms put forward by the different governments and ministries (UNESCO, 1998).

i. Major Actors: Higher Education Staff and Students

According to the report, a dynamic policy that determines staff development is an essential factor in higher education institutions. Well-defined policies should be put forward when it comes to higher education teachers who need to encourage the students to be more autonomous and take initiatives rather than focus on only gathering knowledge. Teachers need to be adequately provided for when it comes to research and updating their teaching methodologies and materials via professional development programs, innovations in curricula and teaching methods. Furthermore, to promote excellence in the academic staff of higher education institutions, more value needs to be given to international exchanges and experiences (UNESCO, 1998).

On the other hand, all national and institutional stakeholders need to put students and their needs at the center of their concern as major agents and responsible stakeholders in the renewal of higher education. This entails that students should be able to negotiate all aspects of the new reforms like evaluation, renovation of teaching methodologies, curricula, policy formation and learning outcomes, as students have the right to organize and represent themselves, students' involvement in decision making is assured (UNESCO, 1998).

Furthermore, students have the right to guidance and counselling services in co-operation with student organizations in order to successfully transition to higher education from any pre-higher education activities they may have been taking. Apart from those who are transitioning from high school or higher education universities, students who are returning to higher education should be considered as well. Such assistance is necessary to make sure that there is accordance between the students and the courses which may reduce drop-out rates (UNESCO, 1998).

To conclude, the new vision put forward by the World Declaration on Higher Education for the Twenty-First Century touched on a wide range of recent aspects of higher education. Its main focus was on the renewal of the conceptions held by all parties and institutions involved in what higher education should be in the 21st century; it was a sum of recommendations to consider in the newer reforms undertaken by a variety of government and ministries. However, this new vision seems idealistic and even utopic; it is a vision that may not be appropriate for all higher education in all its contexts as it claims. Many higher education institutions still suffer from many issues and challenges that they encounter on a

regular basis like retention rates, quality assurance and outdated curricula among many others. Also, this new vison itself, as holistic and comprehensive as it may seem, still faces many issues and challenges when moving from vision to action (UNESCO, 1998).

C. Issues and Challenges

1. Quality Evaluation

For the new vision of the 21st century higher education to be successfully operational, quality is a very important aspect to consider when operationalizing all the articles discussed previously. Quality is a multi-faceted concept, which should encompass all functions and activities like teaching and academic programs, research, staff, students, facilities, academic environment, etc. As a consequence, evaluation done by the institution itself or external parties is essential to preserve quality in higher education. Non-partisan national bodies should be settled, and comparative criteria and standards of quality should be well framed, and stakeholders should be an important part of the institutional evaluation process (UNESCO, 1998).

The UNESCO report (1998) agreed that the international dimension should be among the features of a quality higher education institute, and that there should be an exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects while taking cultural circumstances. For quality to be sustained at the national, regional and international level, certain aspects should be considered like careful selection of staff and continuous staff development through training programs that include teaching/learning methodologies, and mobility between countries and institutions (UNESCO, 1998).

2. The Potential and the Challenge of Technology

Technology and its use in education is another challenge that the 21st higher education century faces. It is thanks to the fast-flowing breakthroughs in the information and communication technologies domain that knowledge is growing and changing. It has changed

the way knowledge is developed, acquired, and delivered. It is noteworthy to mention that with the advancement of technology, courses can be innovated, and teaching methodologies could be updated. It is also important to mention that the spreading of technology in higher education would not threaten the position of teachers, but it would transform their role in the classroom to be more of a facilitator than a sole provider of knowledge. Higher education needs to benefit from the potential of new information and communication technologies through engaging in networks, transferring, and developing materials and sharing them to make them accessible to all their students either via teaching them or using them in research (UNESCO, 1998).

Another way of overcoming the challenge of using information and communication technologies is by creating new learning environments that allow some space for distance learning and virtual higher education institutions and systems which would be able to shorten distances and develop high-quality systems. This would promote more access to higher education and solve problems of participation and retention (UNESCO, 1998)

Adapting information and communication technologies could make technical and educational management more successful and sustainable. Through international cooperation identifying the objectives and interests of all institutions, partnerships are facilitated in a way that international higher education systems can communicate their interest in mobility opportunities for staff and students smoothly and effectively. This have also solved the problems of inequalities within developing countries concerning new information and resources (UNESCO, 1998).

3. Strengthening Higher Education Management and Financing

Strengthening management and financing is another issue that faces the 21st higher education. The advancement and expansion of adequate policies, capacities, and strategies are essential to the management and financing of higher education. Partnerships between institutions, government and planning bodies would secure modernized management and proper use of resources. The needs of the environment of higher education should be the priority of the management practices adopted by institutions and state. Only when managers are more active and responsive, competent and able to assess the procedures can managing of a higher education institution be effective. In this regard, higher education institutions must

be autonomous in managing their affairs and all the while being held accountable for any decisions or actions (UNESCO, 1998).

Specifically speaking, effectuating and enhancing the institution's mission by securing high-quality teaching, learning, training and research is the ultimate goal or purpose of management. This necessitates governance that considers social vision, global issues and effective managerial skills. Leadership, then, plays a major role in making communication successful between stakeholders, especially students and teachers in higher education. Both teachers and students should have a say in governing the higher education institution by making space for representatives for both of these groups (UNESCO, 1998).

Another issue that may plague the 21st higher education systems is financing. Considering the role of higher education in advocating for sustainable economic, social and cultural development, it needs continuous financial support from society, public and private resources. The role of the state comes to the center in this point. Having both public and private resources funding higher education is a testament of the support that society provides for higher education and is essential to the development of higher education. This support also augments its efficiency and sustains high quality and relevance in higher education. Public support provided for higher education also includes providing resources to research laboratories and staff (UNESCO, 2004).

4. Access to Knowledge and Academic Know-how

Access to knowledge and academic know-how may hinder the improvement of quality in higher education. Higher education institutions worldwide should engage in partnerships for education and training in all fields, which encourages an understanding of the knowledge of global issues, and the relevance of governance and skilled professionals. Access to knowledge and know-how can be promoted only if institutions practice multilingualism and take part in faculty and student exchange programs which can promote and enrich intellectual, scientific and technical co-operation as an important part of all higher education institutions (UNESCO, 1998).

Sharing of knowledge and know-how is an important feature that governs relationships among higher education institutions. It is a principle of international and national co-operation based on solidarity, recognition, and mutual support. All higher

education systems are encouraged and urged to build databases to which all participants in higher education can have access to as a global way to share and access knowledge anywhere in the world (UNESCO, 1998).

To conclude, this brief discussion of the Higher Education in the Twenty-First Century: Vision and Action report can serve as a set of guidelines for any institution that wants to make quality assurance successful. Moreover, this report touches on many aspects that primarily focus on the experience of students in higher education which is the central issue in this paper. The discussed report can also be considered a base or a starting point to all 21st century institutions who want to achieve quality today.

5. The Mission and Purpose of Higher Education and Educational Leadership

Hendricks et al. (2013) recounted the events happening in 1994 at Harvard where a group of new college presidents gathered to meet with sociologist David Riesman. Riesman in the meeting, shared some of the research he conducted on successful academic institutions. The agenda of the meeting can be summarized as stakeholders becoming the living embodiment of the mission of the institution they serve. Riesman's presentation and advice seem very logical and obvious. It is clear that leaders who possess lucid vision and purpose make better decisions about how to deal with h=changes in the environment with effective processes.

6. Conflict and Ambiguity in Goals

Birnbaum (1988) affirmed that teaching, research and service were three elements that are intercorrelated and they describe the basic duties of a faculty member, in fact, these elements are what constitutes the work of any university. These components are an integral part of the basic purpose or mission of higher education institutions. Hendricks et al., (2013) made the point that institutions were becoming more and more complex with all the challenges that higher education is facing in the 21st century. A prominent aspect in this complexity is the conflict between teaching and research, and the question of which one is regarded most highly in academia.

It is not about answering such a question but more about which one should be prioritized. This does not show a difficulty or confusion in identifying goals and directions, but it most

likely shows that they take on too many conflicting goals and too many tasks. This certainly causes tension and results in a confusion when it comes to the institutions' mission (Giroux, 1988).

Hendricks et al. (2013) stated that much has been done when it came to this topic; such studies emphasize on the importance on defining and specifying goals of each party in higher education including the board, administration and faculty. Because of the paramount body of literature on different models of governance in higher education, Hendricks (2013) stated that a good organizational structure is the essence of institutional success, regardless of the educational product it offers.

7. The Importance of Being Mission Driven

Orphan (2018) defined mission as the "broad, overall, long term purpose of the institution" (p. 15). As it was noted before, because of the complexities of higher education system and the challenges that institutions face, it is not always going to be easy to enact the mission of the university, so it is the role of the educational leader to help administrators and faculty alike to understand how their work contributes to the mission. Thus, there is a need for a unified, well-defined and realistic mission for the institution.

The importance of organizational charter is emphasized by Keller (1983). It should develop a clear mission that would direct decision-making. Furthermore, Maurassse (2002) also believed that a mission should include the reason for why it exists, and it must establish a set of rules for how an institution should conduct itself.

Mission statements are important when it comes to accreditation as well. Accreditation bodies need to make sure that an institution uses an appropriate and achievable mission. Accreditation units set up a group of standards that the mission need to fall into and respect. According to Brusoni et al. (2014), a mission has to define the institution, delineates the scope of the institution, explains the institution's character and individuality, and articulates values as appropriate (p. 1). Moreover, the book reiterates the importance of educational leadership to fully engage with the stated mission of the college.

8. Keeping up with the Environment

According to Hendricks et al. (2013), the environment of higher education that keeps changing all the time must be a variable when it comes to leading a certain institution. This claim has been supported by a previous study conducted by Chait, Ryan and Taylor (2005), they also state that the environment is of ample importance, in fact, they suggest that institutions will suffer if board members believe that being mission driven alone will save their institutions from all hurdles, when it is quite the opposite actually. Not only do administrators have to follow the mission, but it is up to them to keep track with the ever-changing environment.

When there is mention of 'policy' or being 'mission driven', the words 'taking it as bible' and 'rigidness' should not be there. Following the mission of the institution as stated before, is of utmost importance; however, the environment possesses just as much value. The mission here takes another role, it takes the role of a filter or a lens through which administrators and leaders also operate. To illustrate this point in more concrete ways, Hendricks et al., (2013) mentioned the example of the emphasis of the teaching the classics in early colonial liberal arts colleges including language training in Greek, Latin and Hebrew. Nowadays, these languages are still offered but they are not a requirement, as the times have changed and passed (maybe nowadays programming languages are more emphasized, then let's say Latin, although both equally beautiful).

To build more on the previous point, developing pertinent academic or administrative plans need to explore what is out there: changes in the environment and changes in the job market too. This ability of educational leaders to accommodate and interpret the context and external factors in general, while still observing their institutions' core values is an important factor in effective leadership. Not doing so is what Weyland (2008) called a *mission creep.* When a problem or a new challenge happens, many institutions tend to imitate what other institutions did to counter the problem (think Covid 19 pandemic crisis management in education). Any sort of planning to counter the issue that is taken by an institution does not mean that it would work for another, simply because institutions have different missions and what might work in one context or environment might not work in another.

As an example, switching from face-to-face education to fully online proved to be an extremely hard endeavour in Morocco for obvious reasons, like the lack of resources, infrastructure, staff and training. These instances sometimes lead educational leaders to redefine or reshape the institutions' core values while any change or reform need to happen in

a more structured, rigorous and rational way. It would defeat the purpose of having a mission at all.

II. Educational leadership

The question of leadership is an issue that reviewed much inspection since most people are explicitly or implicitly have been subjected it has been a point of focus to look into what makes an ordinary person a great leader (Bateman & Snell, 2002). Some of the earliest studies in this subject matter involved in dissecting the great leaders' persona which has accumulated into what has been coined as "trait theories of leadership). In fact, understanding leaders' behaviors which started the era of "leader behavior theories", especially in interacting with others. In 1978, the term of transformational leadership was coined and then it has been developed and built by scholars (Bass, 1998; Avolio & Bass, 2004).

Before moving into reviewing different models of educational leadership, it would be better to introduce some definitions of leadership. According to Robbins, DeCenzo and Coulter (2005), leadership is a process of having influence over a group on the way to the achievement of goals. Leadership is one of the most important aspects, if not THE most important aspect, of accomplishing a certain task that is a part of hierarchical structure. Leadership within the educational field started to become a point of research in the early 20th century.

Successful leaders are defined as people who can effectively modify their behavior to different challenges. To emphasize this point, Zenger and Folkman (2002) said that leadership can serve as a scaffolding for any type of organization. Effective leadership strives and is sustained on the basis of versatility; it helps leaders and subordinate alike deal with different work challenges and tasks (Kaplan, 1996). Building on the previous point and mentioning what has already been pointed out in previous literature, Harling (2018) explained that a leader has to prioritize influencing and modeling the behavior of their subordinates, so that everyone can reach the purpose of the organizational structure they all work within.

Going back to the two different eras of investigating theories of leadership, the first era encompassing 1920's and 1930's dealing with trait eras as defined by Robbins and Judge (2006), "theories that consider personal qualities and characteristics that differentiate leaders

from non-leaders". Some of the traits included in such studies are social class, emotional stability (what can be referred to, in more contemporary terms, as emotional intelligence), fluency of speech and sociability. Prominent traits of leaders can also be drive, desire to lead, honesty and integrity, self-confidence, intelligence, job-relevant knowledge and extraversion (Robbins, DeCenzo & Coultar, 2001).

Just because trait theories on leadership are outdated, their findings must not be dismissed or discarded since they led to the most recent theories on leadership; theories that are centralized on behaviors of leaders. Traits mentioned before can be considered as motives or drives for the investigated behaviors. Those traits must be kept in mind and considered during this study. The second era of studying leadership theories is behavior theories, and according to Robbins and Judge (2006) who provide a definition of behavioral theories, behavioral theories of leadership refer to specific behaviors differentiating leaders from non-leaders. These theories talk about three styles of leadership based on different leaders' behavior: autocratic style, democratic style and laissez-faire style.

The autocratic style, as defined by Robbins, DeCenzo and Coultar (2001), is a leader who tends to centralize authority, dictate work methods, make unilateral decisions, and limit followers' participation. The democratic style is leadership style where the leader tends to involve followers in decision-making, designate authority, encourage participation in deciding work methods and goals, and use feedback as an opportunity for coaching others. Finally, there is the laissez-faire style where the leader tends to give the group complete freedom to make decisions and complete the work in whatever manner they wish to.

Leadership is not as simple as those definitions. Leaders do not engage in these styles once and for all with one style only, leadership is situational. In fact, this is what Robbins, DeCenzo and Coulter (2001) called the "if-then contingencies". Contingency theories have four major contributors: the Fielder Model, Hersey-Blanchard situational theory, participation model, and path-goal model.

To expand more on the contingency theory models, the Fielder model says that there must be synchronization between the style of the leader and followers as well as the degree to which the context gives control to the leader over the followers. The situational leadership theory of Hersey and Blanchard is about the readiness of followers to adhere to the leadership style of their early 1970's, focuses on the behavior of leader and participation in decision-

making. The leader-path goal model, as the name suggests, is where the leader orients the followers towards a certain goal to achieve after clearly stating it depending on the structure's needs (Robbins, DeCenzo & Coulter, 2005). These models contributed strongly to the upheld and well-researched theory "Full Range Leadership theory", more famously known as the transformational-transactional leadership theory.

1. The Transformational-Transactional Leadership Theory

Foster (2005) believed that the concept of leadership has been the main informant of modern managerial theory. Leadership and the idea of it being a practice as a way to transform, empower followers and be a motive for social and political change has been widely proven and undertaken by scholars. Now, leadership is more a way of improving structure and other hierarchies.

Black (2015), as stated before, said that the theory of leadership has gone through many phases in the last century. However, Black (2015) confirmed that transformational leadership and the emphasis of transformational behavior is the dominant model or theory at work in the last 20 years (Tourish, 2008). The leader is a hero in research done towards the end of the last century and the beginning of the 21st century (Steed et al., 1999). Leaders are to transform their staff's behavior toward a unified and shared vision or culture. However, this does not come without any issues communication might become too restricted, problem-solving skills may not be promoted and there may be some command-and-control nuances in this style of leadership (transformational leadership) (Seddon, 2003; Tourish, 2008; Heifetz & Laurie, 1998; Black, Groombridge & Jones, 2001). The theory of transformational leadership, then, is not as perfect as it seems, and it must be revised for improvement, but more on this later in the coming sections.

2. Leadership in Higher Education

According to Black (2015), leadership in higher education is not as clear-cut as other leadership roles in different spheres. Higher education, in normal circumstances, do not include roles like vice-chancellor, chief-executive, president, vice-president, etc. In some situations, leadership roles that are academic I nature are given based on an honorary basis, for example, a senior or distinguished professor could be a vice-dean or a vice-president (Davies, Hides & Casey, 2001).

Being a faculty member can be quite hard work, it includes being a professor, a scholar, a researcher, and institutional citizen (Astin & Astin, 2000). All these positions have a certain type of leadership to an extent. A question emerges in this regard: why would there be a need for leadership in the organization of higher education, especially when almost all instructors hold at least two of the positions mentioned above? Simply, because the higher education sector is becoming more and more globalized and competitive. Aside from the traditional run-of-the-mill higher education hierarchy, more and more demands are emerging, demands of students, governments, and instructors themselves as well.

Black (2015) summarized this by stating that higher education emphasized a need for effective and efficient use of resources in the institution, in academic areas and in service areas. Higher education as a student's experience includes many elements like lifestyles, campus life, integrated learning, these elements mainly are provided by the teaching staff and professional service departments. In addition to research, these services combine accommodations, sports facilities, administration and finances, and other university functions, case in point marketing, human recourse and coordination of research funding and opportunities. Because of all these variables, leadership in higher education is crucial.

Another issue raised in the literature is the different perceptions of "leadership" and "management" (Krantz & Gilmore, 1990; Bennis, 2009; Mintzberg, 2009; Black, 2015). Generally, leadership is viewed in a positive light while management is viewed negatively. A proposed possible explanation for this is that management comes with its own culture and challenges metrics, policies and audits through management, higher education becomes more marketized and education here is treated as a product. On the other end, leadership was distributed through a strong sense of collegiality, senior distinguished academics serve as leaders for their abundant experience, which at a surface level seems logical, but from a deeper level seems unfit according to today's standards (Deem, 1998). In more recent literature, it seems that both leadership and management should work hand in hand because separating them is not much help to improve higher education quality. In order to reach a unified progression on leaderships and managerial organization's ends, the mission and identity of the institution must be clearly defined. Also, there needs to be effective communication and planning on the side of professional service staff based on the needs and priorities of faculty, students and staff themselves. These shared values between leaders, managers and staff would help all parties work efficiently within their institutions.

3. Different Leadership Styles in Higher Education

The challenges discussed above led to the appearance and development of different styles or paradigms of leadership. One of the models mentioned in the literature is the power model also known as the hierarchical model. One of the problems of this approach, according to Astin & Astin (2000), is that it is compared to a teacher-centered approach, which has already been discredited. Leadership in the modern age must be more flexible and adaptive, and such hierarchical command control is unfit. In fact, Amey (2006) explained that hierarchical models of leadership need to be put aside more and make more room for transformational practices of leadership.

Another style of leadership is the individualist leadership approach which was defined by Clegg and McAuley (2005) as one where academics work together while managing to retain their individual interests, avoiding any attempt to be actively managed, so that individuals are left to do their own tasks as long as traditional rituals and duties are respected. Then, there is the collaborative styles, which has been emphasized in many instances as the literature was reviewed (Heiftz & Laurie, 1997; Kouzes & Posner, 2007). Successful academic leaders are ones who are able to collaborate and cultivate partnerships and to social network with other academics as well (Amey, 2006). These approaches do not function as singularities, they can be merged and combined by academic leaders.

4. The Transformative Model

Transformational leadership has been the model that dominates what is leadership in higher education now (Astin & Astin, 2000). It works so well in the higher education sphere because of the human element that is emphasized through interaction in campus-based milieu.at an academic level, transformational leadership translates well in the lines of the celebrated "learner-centered" approaches that are implemented and promoted in this age (Amey, 2006). Also, transformational leadership seems to be, out of all the other approaches the one that is best suited to meet the challenges of an ever-changing higher education leaders' roles as agents who bring about change in becoming increasingly grounded (Amey, 2006).

Bass (1985), a leading researcher in full-range leadership theory (transformational leadership), made the point that theories emphasized reaction and follower-goal

compartmentalization. The focus of this type of leadership was on basic exchanges of followers and leaders. Then Bass argued the fact that a paradigm shift was needed to explain the leadership practices that are taking place in higher education. His initial theory conceived four transformational and two transactional elements. Bass and his co-authors developed the theory (Hater & Bass, 1988). Now, the theory includes nine single order factors, five transformational ones, transactional ones, one non-transactional ones.

a. The Nine Angle Order Factors

- ***Transformational Factors***

According to Antonakis, Avolio and Sivasubramaniam (2003), the first four single-order factors are:

(a) Idealized influence: refers to the socialized charism of the leader, whether they give off a sense of confidence and power, and their behavior to achieve goals and uphold values defined by the institution.

(b) Inspirational motivation: refers to how the leader motivates their followers through optimism and through projecting model behavior.

(c) Intellectual stimulation: refers to leader actions that make sense to the followers and that appeal to their logic, especially when it comes to solving problems.

(d) Individualized consideration: refers to leader behavior that involves giving advice, support and attention to followers for a better performance on tasks.

- ***Transactional factors***

Before delving into the factors concerning transactional factors, transactional leadership, according to Anatoniks, Avolio & Sivasubramaniam (2003), is characterized by defining goals and supervising and controlling results, and it also delimited by transactions or exchanges according to a contract. For the factors, there is:

(a) Active management-by-exception refers behaviors of leaders where they make sure to meet the goals and mission already decided on (actively).

(b) Contingent reward leadership (i.e., constructive transactions) refers to behaviors of leaders where they clarify roles as well as help their followers with enough materials and rewards under conditions of reaching a certain goal.

(c) Passive management-by-exception refers to behaviors of leaders where they only intervene where followers are not complying or acting towards the goal that must be met.

Berkovich (2016) described transformational leadership as one of the central and most influential leadership models to date in the field of education administration (Bush, 2014; Hallinger, 2003). Transformational leadership's focus is on inspiring followers through committing to "a shared vision and goals for an organization or unit, challenging them to be innovative problems solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support" (Bass & Riggio, 2006, p.4). After understanding the importance of the transformational leadership in the field of education administration, it was adapted and integrated in it, and also accepted as an appropriate model of leadership in education (Hallinger, 1992; Leithwood, 1994). Scholars like Leithwood and Jantzi advocated for the use of transformational leadership behaviours which happens to be an effective way to manage higher education (Leithwood et al., 1999; Leithwood & Jantzi, 1990).

In its present state, the theory of transformational leadership emphasises restructuring and revolutionizing of the 21st century education (Hallinger, 1992; Leithwood, 1994). Nowadays, education is to keep upgrading and transforming to achieve international and national standards.

b. Critique of Transformational Leadership Theory

The theory of transformational leadership has been reviewed and evaluated by Berkovich himself. Berkovich (2016) used Bacharach's (1989) criteria for evaluating theories. The criteria are as follows; (a) falsifiability (i.e., scientific refutability), (b) utility (i.e., usefulness in explaining and predicting); (c) fit (i.e., ability to bridge gaps between other existing theories or to transform our understanding of them).

Table 1.

Criteria for Theory Evaluation

Criteria	**Sub-criteria**
Falsifiability	(a) Does leadership construct have a clear conceptual definition and has its validity been demonstrated? • Do sub-dimensions of the leadership construct have both a common ground and distinctiveness between themselves? • Is the structure of the leadership construct replicable? • Does the leadership construct show discriminant validity from other leadership constructs?

	(b) Is there a conceptual separation between leadership behaviours and their effects? (c) Are relevant casual mechanics mediating the effects of the leadership construct being offered? (d) Are relevant moderating conditions contingent upon the effects of the leadership construct being offered?
Utility	(a) Has the incremental validity of the leadership construct with respect to other leadership constructs been demonstrated? (b) Has the leadership construct been adopted by both researchers and practitioners?
Fit	(a) Does the leadership theory bridge existing gaps between various theories in the field of education? (b) Does the leadership theory lead to reassessment and modification of earlier theories in the field of education?

These criteria will help in reviewing the parameters to which transformational leadership is defined by. The theory of transformational leadership has its own fallout, but that can still be centred, if it is used with discretion. Berkovich (2016) argued that this theory fell a bit short when it came to falsifiability, but it had demonstrated utility and fit.

c. Issues with Transformational Leadership

Berkovich (2016) affirms that one of the issues with transformational leadership is that it is widely celebrated in the educational discourse; yet widely criticized in management studies (as cited in Dinh et al., 2004; Arar & Oplatka, 2014). Now, transformational leadership has been comprehensively and articulately critiqued by Knippenberg and Sitkin (2013). They recognized some key issues or concerns with the theory at hand.

The first criticism is about a lack of clear delimited conceptual definition of what transformational leadership is. According to Bacharach (1989), a good theory should contain concepts, or constructs in their own terms, that are clearly defined. Coming back to transformational leadership in its most classical definition (as defined by Bass & Avolio, 2004), the following constructs are mentioned: idealized influence, inspirational motivation, intellectual simulation and individualized consideration (concepts already explained in a previous sections). These concepts were mentioned and operationalized in the widely acclaimed Multi-Factor Leadership Questionnaire (MLQ), and these factors have a high level of intercorrelation (Leithwood & Jantzi, 2005).

Another issue that critics explored is that transformational leadership shares too many other elements with other established leadership theories like participative leadership, ethical leadership and leader member exchange models. This makes the theory less distinctive, and it cannot be adequately explained and explored as a stand-alone theory in its own (Van Knippenberg & Sitken, 2013). Another critique of transformational leadership theory is that there is a great deal of confusion between behaviours and effects. It is said that transformational leadership basically is effective leadership.

Another critique of the theory mentioned by Berkovich (2016) is that casual models used to describe how the factors of transformational leadership and how they explained its effects are unclear and inadequate (Van Knippenberg & Sitkins, 2013). This issue was not only noticed by Van Knippenberg and Sitkins, but it was also reported by Sun and Leithwood (2012). They also proposed that many of the factors in the MLQ appear to overlap with each other which means that the theory must be fleshed out more. This critique is even more apparent in the previously conducted studies that used the MLQ in explorative way, not in explanatory ways, since these factors are used for face value for their popularity and for their supposed delimited scope (Leithwood & Jantzi, 2005; Sun & Leithwood, 2012).

After critiques of the theory of transformational leadership, Knippenberg and Sitkin (2013) completely abandoned the theory. No alternative was proposed, and other scholars (Bogler, 2001; Eyal & Kark, 2004; Eyal & Roth, 2011; Kurland et al, 2010) took it upon themselves to introduce modifications that can avoid these concerns that were argued by Knippenberg and Sitkin. They agreed to remove the attributed idealized influence factor (for the fact it has been highly intercorrelated with other factors in the MLQ), remove the contingent reward factor (for its transactional nature, which does not fit the transformational aspects if the theory) and adopting a unified index for transformational leadership factors.

Why would anyone make such efforts to modify a (rightly so) critiqued theory? There are many other models that few of them were discussed in this review, and why not just adopt another one? As mentioned before in table 1, the theory's utility makes it a viable and operable one. According to Berkovich's research, the dramatic increase of interest in the field of leadership in education is thanks to the introduction of transformational leadership in discourse (2016). "Since the mid-2000's, transformational leadership makes up approximately 30% - 50% of documents published containing the term "school leadership". During this period, when the frequency of the term "school leadership" remained constant,

the increase in documents containing the term “transformational leadership” reflects the remarkable interest in the concept and the theoretical and empirical work driven by it (Berkovich, 2016, p.7).

For the purpose of this study, as long as there is a unified index of transformational leadership factors, the theory would still be appropriate to use, for the previously mentioned reasons. The end game here is to investigate quality in higher education and educational leadership role in it, so it makes sense to use the most popular and celebrated theory as long as its shortcomings are countered.

III. Quality Assurance

1. Definition of Quality

Assuring quality in higher education is a concern for all stakeholders, and defining this complex multilayered concept posed a dilemma for scholars in the field. It is tremendously difficult to pinpoint a well-limited definition that can serve as a framework for the current study. However, looking into the different views on quality that serve as a source of perspective can definitely make the picture of what quality is much clearer.

Liu (2016) asserted that quality is an elusive concept especially when laymen have an instinctive understanding of what it is. Many scholars like Green (1994), Harvey (1995), Melrose (1998), and Van Kemenade et al. (2008) tried to provide comprehensive definitions of quality in higher education. There have been many ways and perspectives that deal with quality in higher education. Liu (2016) applauded “defining quality” by Harvey and Green (1993) as the most cited article when it comes to providing a definition for quality. Harvey and Green (1993) decided to group different concepts of quality into five related categories; exceptional, perfection or consistency, fitness for purpose, value for money and transformation.

Harvey and Green (1993) defined the exceptional notion of quality as special, remarkable, distinctive, excellent, and passing of required standards. This notion of quality alludes to universities like Harvard and Cambridge. Furthermore, the perfection perspective to quality sets standards for higher education to attempt to meet them perfectly, while bearing two important maxims: absent deficiencies and efficient operating. Then, the other quality

notion, which is fitness for purpose, is accepted by many analysts and policymakers in higher education, and it means that quality is judged depending on the extent to which the product and service fits its defined purpose(s). Harvey and Green (1993) move on to talk about the value of money view of quality, which entails a "high standard" specification all the while spending a minimal cost. Last but not least, it is the quality as transformation view, it sees education as a process which puts the learners in the center, thus a quality higher education system allows them to get added value, and that is where transformation lies (Liu, 2016).

It became quite obvious that there are many discussions and studies that try to scrutinize quality in higher education. Another central issue that makes the definition problematic is using different frameworks for defining quality. It is of utmost importance to keep in mind that it would be utterly useless to discuss quality in higher education in terms of fundamentally different frameworks set by different scholars. Broadly speaking, there are five popular ways to frame the issue of quality in higher education (Dew, 2009). The first is quality as endurance; if an institution does not endure and stand in the face of time then some people -laymen- might question its ability to deliver quality education at the university level. Also, Dew (2009) alleged that quality can be seen as luxury and prestige.

This view entails that higher education institutions which make use of gardens in their campus, architecturally beautiful buildings, athletic stadiums and other facilities are considered of quality. Moreover, Dew (2009) asserted that Quality as prestige can go beyond the facilities and beautiful scenery and include investment in scholarships and supporting sabbaticals to attract both teaching staff and promising students.

Another view is defined as quality as conformance to requirements. This perspective on quality sets specific purposes and outcomes to be reached. Also, this view is particularly relevant when there is talk about accreditation. The accrediting body specifies a set of requirements that a college, university, or specific academic program is required to meet, and then reviews performance to see if there is conformance to the requirements. Requirements, here, are not only for accreditation but they can be for learning outcomes, support services, financial wellbeing, library resources, and even for demonstrating effective planning, assessment, and improvement as defined by each institution.

Quality is also viewed as continuous improvement, and it is one of the obvious views in the sphere of higher education as Dew (2009) alleges. Quality can also be about the fastest

rates of innovation and improvement in all aspects of higher education. Lastly, quality can be viewed as added value which means that higher education as a system and a process has to add a value to all its participants which conforms with what Liu (2016) has already mentioned. In fact, the students should develop as an outcome of their learning in a university. Thus, getting a degree definitely implies improvement in learning, social skills, social contacts, writing skills, reading skills, critical thinking, and other attributes that are consistent with the mission of higher education institutions (Dew, 2009).

Defining quality can be done in a variety of ways as it was stated before. In addition to the variety of viewpoints that Dew (2009) provided, Akareem & Hossain (2016) talked about many studies that attempted to define quality as well and mention many definitions by many other authors like Longanecker and Blanco (2003). These scholars focus on the fact that quality is more about who and how students are taught rather than the outcome of their learning as an end, and they adopt the viewpoint that academic staff and administration are just as crucial. Moreover, Koslowski (2006) built on their research and defines both of these perspectives separately. Accordingly, Koslowski (2006) advocated that academic staff are more likely to talk about quality of higher education in terms of resources rather than performance or process. Resources such as individual reputation, number of publications, and number of courses taught. On the other hand, administrators define quality as structured coordination, which is required in numerous institutional goals and obligations (Fish, 2003). Not only that, Koslowski (2006) came up with his own classifications for higher education quality in which he stated the following:

> (1) 'transcendent quality' as the result of reputation of and expertise of academic staff, (2) 'manufacturing-based quality' as the service conforms to specifications and is fit to be used in manner for which it was designed, (3) 'product-based quality' as increased student learning produced by the curriculum and academic staff, (4) 'value-based quality' as acceptable performance at an acceptable price, and (5) 'user-based quality' as students' needs, wants, and preferences. (p. 54).

However, both these studies tried to define quality of higher education from the staff's and administrators' point of view which does not include the view of students. Akareem and Hossain (2012) tried and overcame this limitation by discussing certain dimensions of quality in higher education like quality of students, faculty credentials, academic staff, and administrative supports (Ashraf, Ibrahim & Joarder, 2009).

To elaborate more, students' qualifications and their background as Akareem and Hossain (2012) said, are part of defining the quality in a certain institution. In fact, individual characteristics like age, academic interests, perception patterns, preferences in courses, methodologies, and learning styles, are important contributors to the perception of education quality in universities. Rahman and Uddin (2009) mentioned that teachers' education, their income, attitude, and present examination system affected the education of students. Then, qualifications of teachers are deemed to be an important dimension of higher education quality. In fact, students perceive personal qualities and professional knowledge to be the most significant qualities needed to be an ideal teacher.

Akareem and Hossain (2012) explained that the personal qualities include general personal features like kindness, leadership, and attitude toward profession; and professional qualities include knowledge of the subject matter and didactic knowledge (Arnon & Reichel, 2007). Thus, discussing the issue of training teachers is critical and will increase quality in higher education. However, the research does not take into consideration the factors that affect those perceptions and why they vary from positive to negative, more qualitative research is needed in this regard.

Finally, the administration systems of a university would determine how much of a success an institution is by its ability to fulfill planned projects, and this definitely affects the quality of higher education. Nadiri, Kandampully and Hussain (2009) tried to determine the perceived service quality provided by the administrative units like services provided by the registrar, library, faculty office, rector office, dormitory, sports, and health care centers. Furthermore, Kohont & Bergoč (2010) affirmed that human resource management tools play important roles in developing the teachers, supporting changes in the organizational culture, and preparing managers, leaders, and academic personnel for the higher education institutions. All these dimensions are determinants of quality in higher education (Akareem & Hossain, 2012; Ashraf et al., 2009).

Liu (2016) agreed that all the definitions of quality share an interest in doing well, but any system can only be judged against certain criteria. Quality depends on a "benchmark", and it represents different aspects to different stakeholders like governments, employers, students, academics, society and so on (Harvey and Green, 1993; Vroeijenstijn, 1995; Iacovidou, Gibbs & Zopatis, 2009; Newton, 2010; Olaskoaga-Larrauri, González-Laskibar & Barrenetxea-Ayesta, 2015).

Quality, to the institution, could mean as many students as possible finishing the program in the scheduled time having gotten a degree of the international standard with reduced costs; on the other hand, employers would equate quality in higher education with the quality of the accumulated knowledge, skills and attitudes graduates get during their experience in college. Finally, students may look at quality in higher education as the contribution to individual development and the preparation for a career and status (Vroeijenstijn, 1995).

Now, it is quite obvious that different interest groups have their own perceptions on what makes quality in higher education and how it can be assessed and assured (De Weert, 1990; Vroeijenstijn, 1995; Barnett, 2003; Tam, 2001). As a result, Barnett (2003) believed that quality can be viewed as "ideology". As an ideology, quality cannot be neutral because it is not independent of certain kinds of interest (Barnett, 2003). This insinuates that there is a pragmatic consensus that quality means fitness for purpose and fitness of purpose (Westerheijden, Stensaker & Rosa, 2007). In a way, fitness for purpose and fitness of purpose are practical terms, they can mean whatever the benchmarks involved want them to mean, and there is no single understanding of what "purpose" is in society (Westerheijden et al., 2007). This is an aspect which makes the definition of quality elusive as stated before.

What makes higher education 'higher'? Weisterheijden, Stensaker and Rosa (2007) attempted to answer such a question. Quality, if it is to be considered with its own implications, meaning something exceptional and excellent (Harvey & Green, 1993), is basically the core and essence of higher education. That is, evidently, what makes higher education *higher*. This also must mean that an institution's core lacking a vision of quality would not make it a higher (in level and stage) education institution. Fighting for excellence and quality is the distinguishing feature that eliminates any resemblance between higher education and post-secondary training.

Already, much of the higher education experience for students is there to provide them with skills that prepare them for the job market. As mentioned before, understanding what quality in higher education is emphasizes the idea of excellence, in a traditional sense, however, quality must be taken further from that. It must go above and beyond to "fit the purpose", the purpose of either the institution itself, its accreditation agency, or even the government it operates within, sometimes to all these elements at once as well. One of the

purposes that higher education worldwide has is to meet demands of societal changes and demands of digitalized business-based job market (Harvey & Green, 1993).

According to Weisterheijden et al. (2007), the whole quality debate is necessary because there is 'quality management' in almost every higher education institution because of the existence of 'assessments', 'audits' and 'accreditations', and because of 'International rankings and funding'. Each body responsible for the mentioned components has its own conception of what quality is; it is a value that institutions are trying to observe and uphold. This reason always makes quality in higher education a very trendy topic. Higher education must keep a continuous flow of graduates that will supply the job market with eligible potential workers that will contribute to and advance the state's knowledge-based economy.

To conclude, many authors attempted defining quality in higher education. Although they did not come to a consensus concerning its definition, they agree that quality is a relative concept. There are many ways to understand quality that depend on the perspective of different benchmarks. This relativity and versatility pave the way to different approaches of quality assessment to come.

2. The Importance of Quality in African Higher Education

Materu and Righetti (2010) stated that newer ranges of skills like flexibility, teamwork, communication and motivation to continue learning and be life-long learners were critical in this knowledge-based economy. This prompted states and international agencies to raise the quality standards of higher education. Recent studies have shown that for developing countries higher education can help the state catch-up and speed up the growth and sustainability rate (Bloom, Canning & Chan, 2006). This point has received such attention that the World's Bank's Africa Action Plan emphasizes monitoring and assessment of the quality of higher education, among other things, all to support universities in the African continent (Colclough, Packer & Motivans, 2005). Higher education educates people in different disciplines and trains them for different job purposes. Not only that but higher education also shapes public national and international policies.

To illustrate this, Hanushek and Wößmann (2007) talked about how higher education helps other levels of education levels; it is the sole responsible for any knowledge-based career as it produces the future generations of doctors, teachers, lawyers, technicians,

accountants, etc. In addition to that, according to a recent study, Rancharan (2004) concluded that a low quality in graduates' education or a lack of them with reduce the economy's productivity as well as dampen effects of any higher education investments or budgets. Rancharan's study also proves the point that workers with higher education degrees raise productivity among medium-skill workers as well (workers who do not possess a higher education degree) (Rancharan, 2004).

One of the main challenges of African countries is how to use higher education, a huge source (huge in human recourse and otherwise), in order to develop its economies and become one of the main players worldwide. More to that, how can African universities keep quality as a high when it is a known fact that with the increase of admissions and enrollments in educational and vocational higher education drops quality substantially (Materu & Righetti, 2010).

3. The Importance of Quality Assurance

As the world is becoming more globalized, the effect that international standards have on education is becoming more obvious and as international demand for transparency and accountability is increasing as well. This is making educators and policy makers take up more challenges to improve quality through observing and reflecting on their stakeholders' needs and expectations. That is not enough as it seems, they are also expected to put forward and devise plans to implement these standards and follow them. Institutions must also adhere to external and internal processes that monitor and assess their work and how they observe these standards. There are many reasons for the existence of "quality assurance" in African higher education; they will be elaborated on in the following section.

a. Quality Control

Regarding quality control, Frazer (1992) compared higher education to an enterprise and how like any industry, higher education must have a system for checking the product and raw materials it uses via establishing and trying to reach a minimum of defined standards. Usually, there is a group of specialized inspectors, who oversee passing value judgements of whether the university product is of quality or not.

However, in this regard, the 'university product' remains a problematic expression. There is a debate on what counts as product and raw material. Are the raw materials its

students, its teachers, or its curriculum? Is the service that higher education provides its facilities or staff? Is the final product its graduates and their competencies or the knowledge and research its teachers produce? These questions can be answered depending on perspective, but all can agree on the fact that all these higher education elements contribute to the quality of higher education. According to Henard and Roseveare (2012), it is mandatory that a higher education institution examines these elements individually and in relation to one other.

Hill and Tsiligiris (2019) affirmed this point and emphasized the fact that quality in higher education will forever remain a debate and a point of focus for anyone who tries to improve the system. This has resulted in a flood of methods, approaches, and perspectives. All the elements that will be discussed afterwards are included in the system of quality control, which is a system that operationalizes appropriate conceptualizations of quality. Quality control, according to Hill and Tsiligiris (2019), is a system that resembles manufacturing production standards systems. It focuses on the aspects of higher education that act as services and whether they achieved the standards. This kind of control happens at the final last stages of production (if we consider the education that students receive a service of product). Quality assurance might be a term used interchangeably with quality control since they are very much close in meaning and operation. As Harvey (2006) stated, this could happen either through external or internal decision maker; however, quality control is mainly conducted by external parties.

Quality control looks to investigate quality on an expectations-perceptions model. This is especially true because current discourses on quality in higher education consider the higher education students are getting as a product. So, their perceptions and expectations of it is very important. This point was emphasized by Milisiunaite, Adomaitiene and Galginaitis (2009) Quality control "covers all activities that ensure the fulfillment of the quality policy and the quality objectives and responsibilities and implements them through quality planning, […] and quality improvement mechanisms" (p.24). The quality planning and the improvement mechanisms, as it is assumed, draw from the national and international guidelines set by external quality assurance agencies.

Also, the guidelines from which institutions draw have also been debated. Van der Wende and Westerheijden (2001) argue that these guidelines to achieve the standards are there to guarantee and protect the reputation of the institutions as well as advance them in

international rankings. Other researchers like Stella (2006) argue that quality assurance guidelines should also show the context of the institution, the culture it exists in. while this paper agrees with the two points of view to a certain extent, it will argue for its own stance, saying that it is the role of educational leaders and faculty two package a product (the education of the students) in individualized, cultural and national wrapping.

b. Current Quality Discourse in Higher Education

1. New Managerialism

To delve a bit deeper in the making of the guidelines and standards, it is a necessity to explore the current quality discourses and approaches. In a politically and economically knowledge driven world, the concept of quality is shaped and affected by such ideologies. In fact, Filippakou (2011) confirmed that any current quality discourse adheres to these global ideologies that shape the quality objectives. In the "New managerialism" approach, quality control and involvement play a major role in reaching two of the most common objectives of higher education (in general, not particular to one institution).

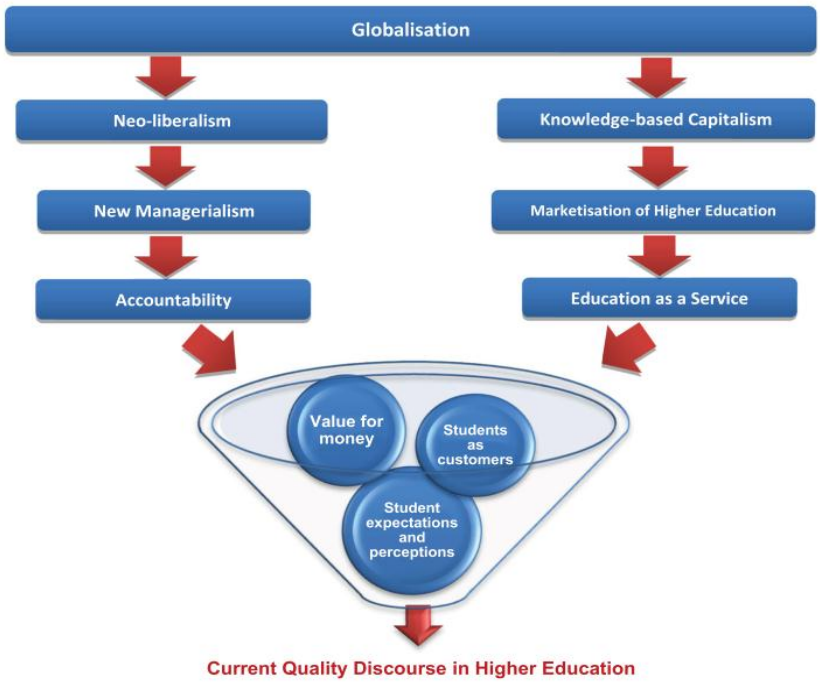
The first objective is the increase of efficiency and efficacy, while the second is the decrease of cost and output (Politt & Baichaert, 1995). A point that is considered one of the biggest concerns of educational leaders, more than faculty, and a point of interest to researchers is how this relationship works. Jarvis (2014) elaborated on this and concluded that this led to research on accountability and performance measurements which are two elements that are an integral part in management of higher education as a public (or private) organization. This research is what pretty much led to the rise of quality in higher education as a discipline in its own right that merges education research with management research. As a consequence, the new managerialism approach sees students as customers who have rights, privileges and responsibilities, and the institution as an organization that presents the product which is the education they receive in the university.

This approach is far from perfect, and it received its own share of criticism, one being that education is different from a mere product; actually getting educated can be a complex and difficult process, calling it a product takes all the responsibility from the students' and

puts it on the shoulders of the institution, which is simply not true or authentic to the real-world situation. Lynch (2015) and Naidoo and Williams (2015) mentioned other criticisms like neglecting the role of professors who do have a very relevant role in "producing" education and improving the process of teaching and learning. Despite it all, this tendency to look at the student as a customer pushes for incentives with the purpose of quality assurance and institutional accountability, and the point of view that students are also agents with choice who can choose what path to take as they treat higher education as companies that somehow compete for how many students they garner (how much money students would pay money to get the education provided in private colleges, how much funding a university would get from the government if it a public university) (as cited in Molesworth, Scullion & Nixon, 2010; Cardoso, Carvalho & Santiago, 2011). The following figure summarizes and visualizes what has been explained.

Figure 1.

Globalization effects on the current quality discourse.



As a consequence, higher education institutions shifted towards this model where institutions are marketized in a way that offers a product to its customer students. As a result, regardless of how quality can be defined, it is all operationalized to fit the customer model (Hussey & Smith, 2010).

2. *Educational quality*

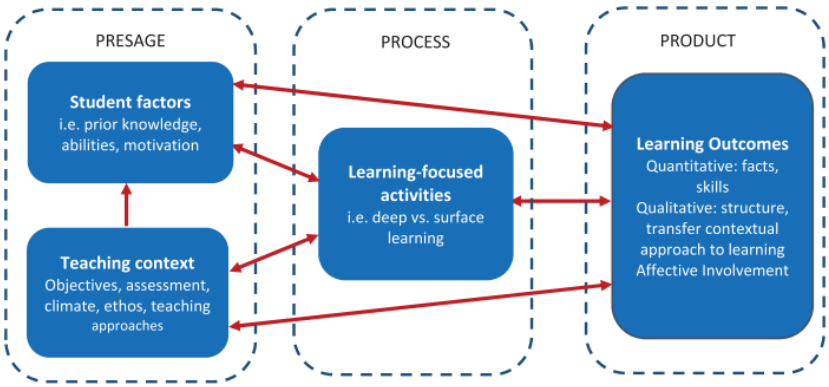
Not all research considers higher education as a "service" or "product" provider. In fact, Quinn et al. (2009) argue that higher education has its own distinguishing features and cannot be considered as any other service provider. Here, a separation between what is educational and non-educational in higher education is needed. What is meant by educational is the teaching, learning and assessment aspects of higher education while the non-educational refers to other services provided by the university that excluded the aforementioned aspects. Taking inti consideration that there is a consensus on the importance of educational quality and its value and education's main role that focuses on student experience, there were other models that consider such elements (Biggs & Tang, 2011).

3. *The Educational Process – Biggs 3P Model*

This model considers the subjectivity of the educational processes and how they are affected by other factors specific to the different context in which higher education takes place. This model was developed by Biggs (1993), as old as it is, it is still one the most relevant models that illustrates the educational process. This model consists of three stages. As shown below.

Figure 2.

Biggs 3P Model



As the figure shows, the model consists of a presage stage, process and product stages (3Ps). It centralizes the relationships between these stages. As figure 2 shows, the first stage includes student factors; their prior knowledge, abilities, motivation, learning preferences, values, etc. as it also includes the teaching context; the objectives, assessment, climate, ethos and teaching approaches, course structures, curriculum, methods, etc. This stage is defined in

its own right at the beginning of the students' experience in higher education. This stage determines how the learning-focused abilities happen (deep and surface learning). That is when students enter the education process (Biggs, 1993) and undergo multiple transformations on the academic, vocational and personal levels.

The product is the learning outcomes that students achieve after undergoing the educational process and completing the academic requirements. Here, the external and internal stakeholders can evaluate the quality of these outcomes and the process itself. A lot of higher education institutions can fall in the mistake of concentrating on outcomes and outputs but not the process. All stages as developed in this model must be evaluated to see which have a relevant effect on the product stage. It is the combination of all these stages that would lead to the desired outcomes, and there must be continuous assessment and quality control of the institutional practices both educational and non-educational. To conclude, both of these models are considered to be the current relevant models on quality control and quality assessment.

c. Quality Assurance

Although quality control is an important part, it is still not enough. In fact, anyone who is involved in higher education must be involved in assuring quality. That is why the development of quality assurance is an integral part of higher education. Frazer (1992) stated:

> "As defined here, and by many in industry, quality assurance has four components, these are that:
>
> 1. Everyone in the enterprise [higher education] has a responsibility for maintaining the quality of the product or service […];
> 2. Everyone in the enterprise [higher education] has a responsibility for enhancing the quality of the product or service.
> 3. Everyone in the enterprise [higher education] understands, uses and feels ownership of the systems which are in place for maintaining quality; and
> 4. Management regularly checks the validity and viability of the systems for checking quality." (pp. 10 – 11).

If these components or even principles, are to be operationalized in the higher education sphere, then an institution which considers quality assurance actively is a self-

critical community of students, teachers, support staff and senior managers each contributing to and aiming to improve.

Quality assurance has been receiving much attention in the past and current decades, according to Ryan (2015) because of internationalization and the growing need for accountability and transparency (Smidt, 2015, p. 626). Quality assurance reviews make space for external and impartial perspectives, and they also provide extensive observations about other institutions, services, processes, products and programs. In fact, these reviews mostly serve as recommendations for advancement and improvement.

However, none of these quality assurance reports or guidelines can be applied on a global scale. No matter how globalized the world has become, quality assurance as it is understood is very multi-dimensional and highly contextual, not to forget the big gap between specialized professionals in quality assurance and staff and students (as cited in Smidt, op. cit.). Moreover, in reference to what has been said about quality, quality involves many key dimensions such as values, consistency, excellence, fitness for and of purpose and expectations, but no single framework is able to make all the infinite elements fit in one model of quality assurance (as cited in Harvey, 2014; Wilger, 1997).

1. Framing Quality

An attempt at framing a common perspective for a quality assurance policy would consistently check and assess learning designs, content and pedagogy as stated by Puzziferro and Shelton (2008). On the other hand, there are distinct methods to describe quality in higher education and how it can be assured. As discussed by Barnett (1992), the first understanding of quality assurance is checking the value and research in academia within an institution which is directly related to research and the facilities they use, another understanding of quality assurance is the performance conception, in which higher education is seen as a product with inputs and outputs. Also, this view is similar to Frazer's take on quality assurance. Actually, these are not the only understandings of quality assurance; for example, Lundberg and Schreiner (2004) speak of the faculty-student view in maintaining quality of higher education (Vincent, 1987).

The literature on the topic provides many conceptualizations of quality in higher education. In fact, Schindler, Puls-Elvidge, Welzant, and Crawford (2015) mention two

strategies to understanding quality assurance (as cited in Ryan, 2015). Some scholars shape a general definition or a framework for quality assurance that singles out one central aspect or goal of higher education (as cited in Schindler et al, 2015; Harvey & Green, 1993). Ryan (2015) indicates that other conceptualizations, on the other hand, "identify specific indicators that reflect desired inputs [e.g., responsive faculty and staff] and outputs [e.g., employment of graduates]" (as cited in Schindler et al., 2015; Oldfield & Baron, 2000, p. 2). The issue when developing a shared universal framework is how different each local university addresses quality assurance since, according to Green, Marmolejo and Ergon-Polak (2012), accreditation and quality assurance should not be a national concern but a universal one.

According to Frazer (1991), the 1990's are the decade of quality as efficiency was a major concept during the 1980's. In fields like industry, commerce as well as government circles now in higher education, the term 'quality' was the center of attention and it still is, maintaining quality via standards still remain a topic of discussion till the third decade of the new millennium with all the challenges that keep emerging. After looking at how quality can be defined from different perspectives, it is high time to shed some light on how quality can be assured.

Materu (2007) in his book titled *Higher Education Quality Assurance in Sub-Saharan Africa* defined quality assurance as:

> "a planned systematic review process of an institution or program to determine whether or not acceptable standards of education scholarship, and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff—they are the heart of the institution who produce its graduates, its research products, and its service to the institution, community, and nation." (p. 3)

As the quote demonstrates, a 'quality institution' is emphasized and a systematic process must be put in action so that whether the standards it is operating within are acceptable or not. In the quote there are three main adjectives that are related to quality. 'met', 'maintained' and 'enhanced'. This highlights the mission of the higher education institution that was discussed before. The values must be reached and upheld over a period of time since striving for quality is a process, but also, they have to be improved and developed according to the environment and overall situation. This is exactly what would make a higher

education institution have quality. These values adhere to such processes by educational leaders, which are of course the ones who make sure that the institution is running smoothly. The quote also emphasizes the role of the teaching staff calling them "the heart of the institution" enumerating their duties for teaching, research, service and the building of the community.

There are many ways in which standards of quality assurance are defined and classified: they can be defined by external versus internal standards, or in terms of region, or even accreditation. For the purposes of this study and for lack of different detailed descriptions available in the literature, the report of the African Standards and Guidelines for quality assurance of higher education (ASG-QA) will be shortly discussed. In this report the standards and guidelines will be connected and explained and not mentioned separately as it exists in its original form.

d. Educational Leaders' Role

Educational leadership is a key factor in the higher education equation. Educational leaders are visionaries, strategists, and advocates of academic excellence. In fact, they are responsible for effectively leading and directing the institutions with the help of the mission and ensuring the overall quality of the institution. Also, they are responsible for formulating a well-defined vision and developing strategic plans to uphold it (Birnbaum, 1988). They are also responsible for implementing the strategic plan and providing a framework for decision-making, organization and resource allocations (Kezar & Eckel, 2002).

Not only that, but they are also responsible to enhance institutional effectiveness by making sure that the operations are in order, that the resources are used effectively, and that improvement is continuous (Tinto, 2017). Regarding students, they also play a key role in creating an inclusive and supportive learning environment that fosters student success, retention and completion. Leaders also promote student centered initiatives co-curricular activities, mentoring programs, academic support services, etc. to enhance student engagement and learning outcomes and objectives (Whitt et al.).

Standard 1. Vision, Mission and Strategic Objectives

For this standard, the institution needs to have a published document that includes the vision and mission that emphasizes a strong commitment to continuous quality improvement,

objectives, policies and procedures. For the guidelines and directions to reach this standard is that these objectives and missions need to be worked into as clear policies that could be operationalized into achievable goals that are either checked yearly or monthly through accreditation.

The institution also needs to have a well-defined and operational quality assurance system that checks the different activities of the institution. This system also has to expedite the coordination among policy and procedure agencies. To deconstruct these chunks of responsibilities into more manageable parts, the institution must employ numerous (long-term and short-term) ways of planning for example institutional, academic and financial strategies to ensure the quality of the academic results. In addition, a periodic evaluation must occur on a regular basis to monitor the processes and the outcomes of the institution.

Standard 2. Governance and Management

The second standard mentioned in the ASG-QA is governance. Theis standard sheds light on how the institution will need a governance structure that ensures a strong and ethical management. To do this, the leadership of the institution has to be experienced and aware of its responsibilities that form different management bodies like the University Council, a management board, student body and other committees that operate in a fair and transparent way, each with limited power, and privilege and responsibilities. This standard also includes an effective communication strategy among the mentioned committees for the purpose of public accountability and ethical use as well. The institution needs to engage in continuous consultations with the stakeholders involved with reports and follow-ups on the important issues of institutional operations to promote quality.

Regarding the transparency aspect of the institution, the institution needs to make a responsible use of its autonomy, allow students' input in decision-making, treats its staff, faculty and students in a just, fair and non-discriminatory manner according to the ethics and integrity scheme of the institution. Maintaining transparency is also done through honest processes for fighting and dealing with students' and staff's misconduct.

Standard 3. Human Resources

For this standard, the institution is to include policies that regulate human resources operations that ensures an effective recruitment and retention of qualified staff who care about the quality of the institution. For a positive institution environment when it comes to this regard, the institution needs to have a fraction of full-time staff that are continuously evaluated, it also needs to provide staff development opportunities as well as appropriate support and services. Most of all, there has to be an adequate and decent student-faculty ratio for the promotion student-centeredness.

Standard 4. Financial Resource Management

This standard is considerably one the most important aspects of quality in higher education. The standard mentions how the institution needs to have adequate resources and be careful with financial management with the goal of serving its overall mission and objectives. For the institution to reach this standard, it must implement a varied sustainable plan ensuring a balanced allotment of financial resources to the main function of higher education which are teaching, infrastructure, learning, research and community engagement. The institution has to be transparent about its finances and where the resources go and how they are spent, all must be done through honest effective bookkeeping either through its own leadership or external financial audits.

Standard 5. Infrastructure and Facilities Standard

The institution must have an effective infrastructure that accommodates facilities and resources that serves teaching, learning and research. For an institution to reach this standard, it must provide a variety of resources to help with the students' learning. The facilities should be used for the objectives of the higher education institution.

Also, this standard necessitates adequate academic, administrative and recreational facilities that can accommodate the number of students and staff in the institution. It should also build towards a well-organized library that is equipped with trained librarians and varied resources. An adequate information and communication technology centers at the service of students and faculty with high-speed connectivity. The report did not fail to mention what should happen in case e-learning has to take place. The institution must provide an effective infrastructure to help with technical support when it comes to server space, technicalities and Internet access. It should also have an ICT plan to maintain the technologies it provides all the while ensuring privacy reliability and data safety.

Standard 6. Student Recruitment, Admission, Certification and Support Services

The standard concerning recruitment, admission, certification and support services must include an already defined, published and applied policies that guarantee a fair and equitable admission, progression and certification (administrative stages of higher education). To follow up with this standard, the institution must afford the necessary conditions for students to move forward with their education. For this end, the institution must devise plans for marketing for admissions, selections and registration as well as strategies for the promotion of diversity in admission including all disadvantaged groups if applicable. One of the most important elements in the plan making process is the internal evaluation of such process to ensure academic and ethical integrity.

The need for a diverse body of students should not stand in the way of accommodating such students of appropriate service support. Support services could be organized in a range of ways that guarantee that the resources are accessible and available on a regular basis. The institution should also promote the students' learning by employing advisors on academic issues, financial matters, health and personal services and last but not least career guidance.

Standard 7. Design, Approval, Monitoring and Evaluation of Study Programs

Concerning this standard, institutions must have policies and strategies that guarantee designing, developing, monitoring and evaluating of quality systems as well as relevant study programs with intended learning objectives that go hand in hand with the stakeholders' needs. In the case of Distance learning, the institution must provide tools for pre-testing and piloting so that the materials chosen are available and ready for the students' use.

For this end, the institution must incorporate policies, procedures, and processes into its system to introduce new programs with learning objectives that could be constantly monitored and evaluated. It should also devise the programs in a way that fit the purpose or the mission of the institution, this means that the program must have depth, range and a good balance of knowledge and training for the sake of the students as well as the future job market they want to integrate in. Not only that the programs must be delivered by qualified and competent staff with enough pedagogical skills. It must have programs that include well defined intended learning outcomes that are accessible and documents accessible to stakeholders and students alike. In distance learning, the learning materials of the program

must have certain features, such as the students' understanding of the objectives, the explanation of the content, the examples, exercises and activities, platforms for a better navigation on the students' and faculty's end, and lastly, students' motivation and interest.

Standard 8. Community Engagement

Another standard described by the African report for quality assurance is the institution's engagement with the community and the outreach programs as part of its responsibility socially. One aspect of the institution's responsibility other than teaching, learning and research, is its service to society, and the role it plays in improving society's conditions. Besides, outreach programs are usually planned for and executed within the institution's mission and policies that aim for the facilitating of collaboration with the larger community that it exists in. The objectives of such programs fall in the category of solidifying scholarship, research and creativity, improving learning and teaching processes, the preparation of self-aware and good citizens, raising awareness of democratic values of students and their civic responsibilities, working on important social problems, etc.

Standard 9. Information Management System

Another important aspect of higher education management is its information management systems and their effectiveness in collecting and analyzing relevant information on the institution. Collecting reliable data that the institution's governing board can use for informed decision making is a necessity. Such data is used in internal quality assurance processes to know what challenges the institution is facing, what needs to be improved and monitored as well. This information addresses key performance indicators, profiles of students, resources and services available to students, students' progressions (how many move from one year to another), drop-out rates (how many retrieved their files yearly) and graduation rates (how many graduated and how many repeated), and student satisfaction concerning the institution and instructor's performance.

Standard 10. Public Communication

The institution must publish information about its general activities including academic programs, services, information gathered in a clear objective and accurate manner that guarantees accessibility and up-to-datedness. This publicly available information is essential for prospective students, potential faculty, alumni, stakeholders and the public. This

kind of information concerns programs, learning outcomes, degrees and qualifications, selection criteria, graduation rates, opportunities for employment and teaching and learning procedures. The institution has to give clear accurate information about its programs, the bodies awarding accreditation, the mode delivery, any changes concerning the institution, financial agreements with investors, and rights and obligations expected from the students.

Standard 11. Collaboration, Staff and Student Mobility

For this standard, the institution needs to have procedures that enhance collaboration with different other institutions, other professional organizations, and research institutions at all levels, nationally and internationally, all in the purpose of mobility for staff and students. To accomplish this, the institutions must devise policies that ensure quality that provides a quality experience for students and staff alike at the host university. The institutions that engage in collaboration should guarantee standards required by the parent institution. The hosting institution should also provide resources of the same standard at their home institution. It should also be responsible to provide and assure quality experience for students and staff.

4. Quality Audit

Another term that is related to quality assurance is quality audit. Frazer (1991) defined it as a scrutiny or analysis performed by a group which is external to the university to check whether the practices for quality assurance and control are effective. This concept was first developed in the United Kingdom in 1990, where the Committee of Vice-Chancellors and Principals established a small Academic Audit Unit made of experienced academics on short term secondment from their affiliated universities. Besides, quality audits are neither interested in universities' purposes or aims nor with how successful the operationalization of these purposes is, but they are concerned with the processes the university uses to check on the relations between blueprints and their results. This following schema visualizes this mechanism:

Figure 3.

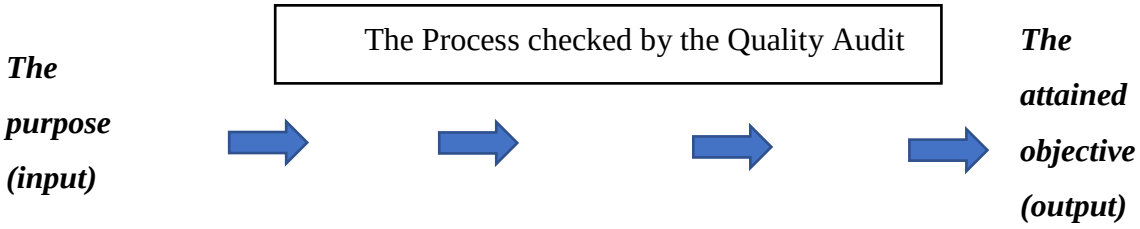
Quality Audit Process.

As the figure shows, audits are a process of review of either a program or institution to see if the infrastructure, staff and curriculum are to par with its purposes and objectives. It is considered to be an evaluation as compared to the mission and standards of the institution. The main distinguishing factor here is that this happens internally, the institution can evaluate its own components and how successful and effective they are. This can be done through peer-reviews and self-studies. This may seem to be exactly like accreditation, but quality audits are evaluated according to the institution's mission and objectives while accreditation is usually according to national and international standards.

Audits can also be diagnostic self-assessments and evaluations of teaching staff in which learning, research, service and objectives are also elements monitored. This is done based on a detailed evaluation of the curricula, system and programs alongside the quality of the teaching and faculty. Academic reviews of programs can be gathered and compiled as part of the audit that the institution performs, these reports are labeled as "self-assessment" reports.

5. Accreditation

According to Frazer (1991), the term accreditation can have different meanings in



different regions of the world. In North America, this concept can apply to either institutions or to programs, Chernay stated:

> Accreditation assures the educational community, the general public, and other agencies or organizations that an institution or program (a) has clearly defined and [sic] educationally appropriate objectives, (b) maintains conditions under which their achievement can reasonably be expected, (c) is in fact accomplishing them substantially, and (d) can be expected to continue to do so. (1990, p. 11).

It is important to note that this definition of accreditation does not imply that there is no requirement to meet any global or universal standards. In other regions of the world like

Europe, accreditation can imply that at the very least some sets of standards are established and are expected to be reached. Frazer (1991) illustrated this by the fact that the United Kingdom's professional bodies would accredit certain courses whose graduates would be professionally recognized. In the same vein, in the United Kingdom, the Council for National Academic Awards (CNAA) is an awarding body and has the responsibility to ensure that graduates have at least achieved a threshold of standards. It has also delegated authority to approve programs which have proven to assure and maintain quality.

According to the Council for Higher Education Accreditation (CHEA), "Accreditation is a review of the quality of higher education institutions and programs" (CHEA, 2014, para.1). Any accredited program or institution, then, meets a minimum set of standards of quality. As a consequence, accrediting agencies strive to develop procedures to serve as guidelines for institutions in the process of continuing improvement. On the institutional level, according to Ryan (2015), the role of accrediting agencies is concerned with issues in quality assurance in the accrediting review process. Such processes take into consideration many sets of standards as defined by different stakeholders like staff, students, academics and government officials. Eaton (2011) mentioned that "regional accreditation is comprehensive and indicates that an institution has achieved quality standards in areas such as faculty, administration, curriculum, student services, and overall financial well-being" (p. 3).

Simmons and Craft (2005) described accreditation as a process of self-evaluation as well as external monitoring to hold the institution and its programs against quality standards. Accreditation decides whether standards are met or not (standards are set by a foreign body like governments, national quality assurance agencies, etc. This process might also include site visits and written reports by the institution itself. Once success is achieved, the institution is accredited. Simmons and Craft (2005) also stated that the process of accreditation is a 'cumulative' one, it allows external agencies to gather data of detailed knowledge of the objectives of a certain program or institution and whether such objectives were reached or not. The data gathering process would usually result in a review with the aim to check whether the institution is to be accredited or not. This review must also include a detailed description and pointers on the institutions' system of quality control. All institutions have to take full responsibility for the programs they offer and their accreditation, and all programs are prone to revision and evaluation. This helps in the sharing of ideas and effective processes of managing higher education.

6. Approaches to Quality Assurance

As stated before, understanding of quality assurance depend on many variables and framings. Assuring quality in one global way has proven to be quite difficult to scholars and specialists in this field. However, it is important to have an idea about the different approaches used to assure quality in higher education.

a. Quality Assurance and Total Quality Management

Total Quality Management (TQM) has a major impact on thinking about quality management and quality outcomes. Its influence, according to Harman (1996), in the higher education sphere has been limited. Although it is an approach that can be applied in most aspects of higher education, it has proven to be more effective in dimensions related to administrative procedures and service activities rather than in academic functions. However, some scholars still tried to apply the principles of Total Quality Management to academic domains, and it has proven to be successful (Seymour, 1992; Chaffee and Sherr, 1992). Total quality management consists of organization-wide efforts to install and make permanent a climate in which an organization continuously improves its ability to deliver high-quality products and services to customers. It was developed in the United States in the 1920's by W. A. Shewhart who was a statistician at Bell Telephone Laboratories. He examined variability in industrial production and argued that quality control could be built into the production process by sampling and other statistical techniques. This technique is applied in many fields, e. g. higher education.

Concerning higher education, any pursuit of adapting TQM to higher education institutions stresses the need for a strong service orientation to customers who can be students, parents, alumni, employers and professionals, it also stresses the identification of customer needs and the reimplementation of services to meet those needs, more effective leadership, precise definitions of missions and objectives and a strong emphasis on continuous improvement are of ample relevance in this regard. Harman (1996) stated that although, all these ideas and themes seem to be achievable with the help of TQM, TQM application to higher education remains finite and narrow concerning its results. Unless the TQM approach definitely penetrates the core of academic culture and sphere, its implementation will definitely not maintain quality assurance. According to recent literature, the central issue lies in 'translating' the management aspect and concepts in which TQM was

developed first, and then finding equivalents for them in the domain of higher education (Harman, 1996) Moreover, TQM, just like any other approach, emphasizes the importance of continuous improvement as a major objective of the institution as well.

i. External and Internal Approaches

Liu (2016) asserted that quality assurance and evaluation can involve a judgement of performance according to either internally or externally defined criteria. To elaborate, external quality assessment in higher education is defined as a means of assessing the quality of what is actually provided by higher education institutions depending on criteria set by external experts (as cited in Barker & Pearce, 1995). This approach was developed by Van Vught and Westerheijden (1994).

Van Vught and Westerheijdn (1994) discussed certain features of this model. Their model for national frameworks is characterized by a national agency first, agencies adopting this external framework need to be authorized and be independent of the state. Second, institutions need to follow the procedures and methods established by the national coordinating agency, and self-assess accordingly, and they also need to report to the external assessment agency continuously. Third, self-assessment performed by the institution would pave the way to an external peer review, this entails discussions between academics, staff, students and alumni. Fourth of all, the reports that are issued by either institutions or agencies within an external approach to quality assurance must be published since its purpose is to draw implications and make recommendations to institutions to help them increase quality. Finally, there should not be any direct link between the result of the assessment of quality and the funding of the university.

This external model is not a universal model because it cannot be applied to all countries and regions. It is an approach that can include an infinite variety of methods that can be fit for different purposes contexts and agencies. However, according to Billing (2004), the approach developed by Vught and Westerheijden (1994) serves as a starting point for each agency to map out its own processes.

In parallel to the external approach, institutions can also maintain quality via examining the quality of its academic staff. In some recent research done by Dill and his colleagues (Dill, 2010; Dill & Beerkens, 2013), an internal approach to assure academic

quality was developed based on conducting quality assurance exercises in regions like the United States of America, Europe, Asia, Australia and South America. The framework is characterized by a shared agency between external agencies and the university itself that oversees quality assurance and sufficient funding for the university to encourage development of professional staff. Additionally, the approach requires a government policy which supports the provision of essential academic data on quality which is more capable of maintaining academic standards.

The approach can also draw from standards set by external agencies and use them to assure academic quality and make use of the implications set by the external bodies' reports. Moreover, the improvement of academic standards heavily depends on the validity and reliability of the processes used by quality audits and how they make use of evidence in their decision-making. There should be cooperation with external agencies on a basic level, which in turn should be evaluated by national quality audits. To conclude, the university must play the role of an external agency to make sure it is providing a quality higher education experience to its students by self-assessing its processes, policies and practices.

ii. Methods Used for Quality Review

After mentioning some of the approaches that have been developed to assure quality, it is necessary to look at certain methods that can be used to implement those approaches in the process of quality-assurance. The choice of the appropriate method highly depends on the outcomes that quality assuring bodies want to achieve. It is important to keep in mind that the choice of the approach does not dictate what method to use, and these methods, according to Kis (2005), are as follows:

- **Self-review:** This method is a relevant procedure. It allows a standard against which a higher education institution can review its quality and a structure to develop a contextualized definition of quality. it can also help the institution keep track of its progress in achieving quality (Thune, 1998). Brennan and Shah (2000) exemplified this by the case of higher education in the United States of America, self-reviews are conducted in accreditation, and its results are usually significant and serve as a basis for making any changes.
- **Peer-review:** According to Fredericks, Westerheijden and Weusthof (1994), it is an evaluation conducted by another academic or multiple academics. This method is

being used more frequently and is becoming very dominant in the field of teaching as well. It can involve instructors and administrative peers who usually review self-studies and surveys (Eaton, 2004).

- **External reviews:** as has already been stated before, quality assurance panels can include non-academics who are interested in or related to the sphere of higher education as part of external agencies. According to Thune (1998), the Danish quality assurance system hires permanent external examiners, and the panel includes academics and also representatives of employers.

Concerning data gathering instruments, they are widely discussed in the literature. The most discussed instruments are self-review reports and site visits and surveys. Any quality assuring body, external or internal, has to use one of these instruments and make the most of their advantages to assess quality and ensure its continuity.

Self-reports, according to the literature, have a relevant role in quality assurance, and according to Harvey (2002), the main aim of external quality assurance is the internal self-contemplation that it stimulates. Furthermore, it is accepted that the more higher education engages in reporting as a self-review instrument the more it takes charge for its own quality improvement (Thune, 1998). Site visits and surveys are another instrument for gathering data in quality assurance and assessment. This instrument can be used when events are organized for experts to come to higher education institutions to document and gather data.

These two procedures also have some drawbacks. For example, self-review reports run the risk of "Two sets of books" which means an authentic one for internal consumption and another embellished version for external consumption. As for site visits and surveys, there is a risk of higher financial costs just to prepare for them as well as for the required documents to hand over to the specialists.

To conclude, quality assurance has proven to be a tedious task since it involves many elements like framing an 'appropriate' definition of quality and adopting the approach that best fit the institution as well as choosing the right methods and instruments to collect data in quality assurance. It is important to keep in mind that there is not a universal way of assessing quality and that each institution has to choose its own avenue in quality assurance.

7. Quality in Teaching and Learning

As it was stated before, to enhance employment skills, quality in teaching in higher education needs to be a focus for any institution that considers itself to have quality. States are also looking at the quality of teaching to be one of the most important aspects of assuring quality at their institution, as professors and instructors are supposed to meet the standards and follow the guidelines put forward in the mission of the institution locally, the recommendations of the state nationally, and external universal quality assurance agencies globally.

The quality of teaching is defined by the culmination of several components and dimensions like effective curriculum design and course content, varying learning contexts and purposes, differentiating and individualizing methods, collaborative learning and efficient communication and coordination among the instructors. Additionally, quality in teaching also includes using effective and increasing feedback and assessment methods for outcome testing as well as providing an appropriate and safe learning context and services.

Kaing (2017) stated that the environment affects students learning and objectives such as their own competences and their emotional capacities, their different backgrounds (socio-economic, cultural). All these factors are considered in a quality environment where teaching takes place. Effective instruction should also consider the students' needs and expectations, accommodate their learning preferences and style regardless of the instructors' attitude and background. Students, almost always, want their education to open the doors of employment and careers, so they have expectations of the institution they are in, and of the instructors they are taught by.

Klieme et al. (2014) also discussed this in more detail through classifying instructional quality in three ways: the first one being a well-organized and lucid classroom management, the second being student orientation which implicates a supporting environment and specific individualized instruction, and the third being cognitive activation that entails higher order thinking, deeper understanding of content and challenging tasks that prepare the students for the job market.

To reach the intended learning outcomes set in a certain course efficiently, appropriate pedagogical use is required in higher education. There has to be some sort of level of cooperation with students, other instructors from different schools and departments, as some faculty are part of the managerial team of the institution (educational leaders). According to

OECD (2012), there has been a paradigm shift with the arrival of the new millennia as the OECD reported:

- New relationships when it comes to access to teachers, more ways for communication and collaborative work through learning platforms (virtual for the most part);
- Bridging research with teaching;
- Redesigning curricula;
- Continuous monitoring and enhancing in pedagogical tools;
- The use of technology and student-centered assessment tools;
- Provision of service and assistance to students;
- Assessing impacts and documenting effectiveness of the teaching delivered.

All of these elements are part of this paradigm shift that higher education has known and continues to engage in as of these times. In the same way, practices, beliefs and attitudes of instructors are also integral to the enhancement of educational processes. This is because they are directly related to the instructors' methods and techniques in teaching and in dealing with the day-to-day challenges that every faculty member faces (OECD, 2009).

In addition to that, OECD (2012) suggested some activities to enhance the process of teaching with the goal of improving students' learning conditions. Such activities include:

- A learning teaching development center;
- Professional development activities (trainings, conferences, etc.);
- Awards for teaching excellence and competitions for remarkable improvement;
- Funds for teaching innovation;
- Criteria teaching recruitment;
- Supporting pedagogy;
- Teaching and learning practices Communities;
- Learning environments (libraries, computing facilities, etc.);
- Teaching and learning Organization and management;
- Support to enhance student achievement (counselling, career advice, mentoring, advising, tutoring, etc.);
- Students' evaluation (program ratings, evaluating experiences);
- Self-evaluation of experimentations, peer-reviewing;
- Community service

- work-based programs;
- development-based programs; and
- Competence based assessment

a. Assumptions about the Concept of Teaching and Learning

Instructors are believed to be key players in higher education, they are the ones who are responsible for the communicating, lecturing and teaching knowledge in a structured synthesized and consumable manner to students, either through giving students' projects or tasks that they can work on and solve. More modern and constructivist views believe that instructors can play the role of a guide and help students be more responsible in their learning and also make efforts in the educational product that they end up with. These explanations are important in the study of the quality of teaching because a quality teaching process need to regulate and monitor when to use simple transmission of knowledge (teacher-based) and when to use a more constructive (student-based) approach. According to the literature:

Direct Transmission Assumptions on Teaching (teacher-based):

- demonstrate the correct way to solve a problem effectively;
- Building instruction around problems with clear, correct answers, and around ideas that most students can grasp quickly readily;
- Learning depends on how much background knowledge they have; that is why teaching facts are so necessary;
- A quiet classroom is generally needed for effective learning.

Constructivist Assumptions on Teaching (student-based):

- Teacher's role is to facilitate students' own inquiry;
- Learning best by finding solutions to problems on their own;
- Allowing Students to think of solutions to practical problems themselves before the teacher shows them how they are solved; and
- Thinking and reasoning processes are more important than specific curriculum content.

b. The Education, Training and Qualifications of Teachers' Quality

Why is the quality of education related to the training and education of the teachers and their qualifications as well? These elements can constitute a qualified instructor. This is also related to how effective the teaching practices of the instructors as the techniques of how they practice their profession can impact the students' learning. Therefore, appropriate training is of utmost importance for instructors. Chen, Sok and Sok (2007) confirmed that teachers' quality, their qualifications, teaching methodologies, and research might not be as effective or beneficial if they increase their teaching hours by working in multiple universities and campuses. This leads to a lack of preparation or poor preparation on the part of the instructors. Another factor that is directly related to the instructor's quality is their motivation for work and research, if their motivation is low, their students' motivation also lowers drastically. Another study conducted by Chen, Sok and Sok (2007) emphasized that students' achievement is connected to the instructors' academic skills, their content and knowledge, as well as their experience and research.

c. The Quality of Teaching

According to Brown and Atkins (2002), efficient teaching is instructing through the accumulation of higher order knowledge, also being able to think to solve problems, analyzing a topic, reflecting and evaluating the necessary methods as well as selecting strategies and appropriate materials and organizing in a manner that is task based. Another important aspect of effective teaching is reflecting on what the students already know and prompting them to learn what they don't know. Then, an effective instructor is required to be masterful over their specialty, they are also required to know what their how their students want to acquire the information that they are taught. Allan, Clarke and Jopling (2009) also elaborated on this by identifying different elements in effective teaching. They designed a framework that relates supportive learning environment, academic expectations, scaffolding learning and clarity. There are many other frameworks for quality teaching, but for the purposes of this study the guidelines and standards mentioned in the report of African Standards and Guidelines for Quality Assurance in Higher Education will be adopted to investigate this point in the research problem.

IV. Instructional Components and Standards

A. Professional Knowledge

As defined by Gossman and Richert (1988), teacher knowledge is a "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter" (p.54). Although this definition was published in the 80's, it remains factual, and these two components are the most basic an instructor can (or even should) have for smoother classes. In addition to that, the instructor should have 'technological' knowledge that allows them to utilize technology for educational purposes. Also, according to Sopheap (2017), professional knowledge should also include the element of critical thinking and evaluation, this skill allows students to have necessary learning experiences with depth in knowledge. Not only that but an effective instructor should possess a fair amount of interdisciplinary knowledge, where they can base their instruction (and research) through interconnecting their specialty with others Kaing (2017). This amalgam of skills that instructors develop has positive impacts as reported by Kaing (2017). Students can use this information in the real world, and they develop a higher understanding of the subject at hand through questions asked by the instructor and that also have a higher order nature. In addition to that, students also get encouraged to conduct research, ask questions and critically think about they learn, this interdisciplinarity in instruction comes in handy when students have to be out there after graduation in finding a suitable career. To prove this point even more, Barge (2018) concluded that even if the instructor possesses enough subject matter knowledge but lacks the pedagogical knowledge to conduct their classes in a more learner centered way can have dire impacts on the teaching and planning process which consequently impacts students' learning.

This leads to the next point which is the pedagogical knowledge that instructors have. Pedagogy, in its most basic definition, is the essential strategies and tools to effectively carry out of a class. Quality teaching does not refer to what the instructor knows, but also to how they transmit their knowledge to learners. As it is, instructors are also required to demonstrate a full understanding of the curriculum and all that it entails, and also know how to assess the students' learning objectives and outcomes in an efficient way that is true and authentic the institution's mission.

To conclude, professional knowledge should include subject matter knowledge and expertise, a full grasp of the appropriate and available teaching strategies to enhance students' learning and achievement, one cannot exist without the other as one needs the other for effective learning and teaching (Kennedy, 1990).

B. Subject Matter Knowledge

According to Kennedy (1990), subject matter knowledge can be classified in four categories. They are:

i. Scientific content: this category includes the actual content of the subject matter (for example, facts established through research, explanations, exemplifications and tools).
ii. Organization and structure of scientific content: this category is what informs the teaching of the scientific content (for example, structuring knowledge into units as part of syllabus).
iii. The scientific field of research methodology: this category is part of an instructor-researcher's job, which is the upgrading of their subject matter knowledge through conducting research (this also upgrades the students' knowledge and learning as a consequence).
iv. Generalizations: this category is the result product of all that has been classified before, the procedures that contribute to a final generalized "truth" (with lower case 't', not a capitalized 'T') in the subject matter.

Furthermore, an instructor should also be mindful of the context in which they are teaching the subject matter, their syllabus and academic portfolio must answer the students' needs, values, the social norms that they operate from. In fact, Darling-Hammond and Baratz-Snowden (2007) state that an instructor, with enough knowledge, expertise and experience, can anticipate how they students would (mis)interpret the knowledge that they are taught and even devise ways and strategies to (en)counter such occasions.

C. Pedagogical Knowledge

Pedagogical knowledge concerns the organization of the classroom, its management, and activities. It is also the selection of the materials to be taught and the teaching strategies with specific educational theories. According to Shulman (1986), pedagogical knowledge is

the principles as well as strategic classroom management and organization. This knowledge plays a role in lesson planning and students' learning. Ernest (2005) confirmed that such knowledge was essential for the process of lesson planning and taking instructional decisions. Timperley (2008) built on this and said that the instructor should also take these decisions so that the students can achieve more effective and better learning outcomes.

Liakoupoulou (2011) agreed that such knowledge is essential for the quality of teaching and therefore, the quality of the whole institution. In an 'American system' higher education institution, the students' choice of which course to take and with which professor might entirely depend on their methodology and ways of teaching, the professor's motivation and their skills. So, this kind of professional knowledge is very much important.

D. Curricular Knowledge

The curricula of a certain institution or program are used as a tool to identify the pedagogical tools an instructor makes, they need to know the curricula, so that they can efficiently plan for it. In particular, Shulman (1986) exemplified this by saying that the instructor's curricular knowledge could determine how they are able to interpret the materials and translate it into teachable components or not.

Moreover, Wang et al. (2011) made the point that the instructor needed to have knowledge in all the courses they taught in the curriculum, so they were in a position to teach their course in an interdisciplinary way. The instructor needs to have an in-depth understanding of the curriculum otherwise, they would not be able to transmit that to their student. In any case, the subject matter knowledge is the main informant of students' understanding of the content and what is important to be retained and what is not.

As a part of this knowledge, the instructor is encouraged to synthesize their curricular knowledge with their pedagogical knowledge to arrive at effective instruction in the classroom and outside it, so that students can improve their learning outcomes and enhance their achievement (Timberly, 2008).

To check if students reached the required level, the instructor must include sophisticated assessment skills to determine:

- What his or her students know and can do in relation to valued outcomes; and

- What his or her further learning himself or herself needed to help his or her students in learning.

Therefore, the instructor needs to implement different ways in assessing the students, as a way to check if the learning outcomes are achieved or not and to also use that information to change the assessment tools and improve them.

E. Learner Knowledge

The last type of instructor knowledge that Kaing (2017) mentioned is learner knowledge. It focuses on the students' biological, psychological, cognitive, physical and social considerations and backgrounds. It also deals with student-student interaction and group dynamics in the classroom, problems in students' behavior, learning challenges (Liakopoulou, 2011). This type of instructor is important due to problems of inclusivity. There is an emphasis on students' inclusivity in today's higher education. Higher education is for all students no matter their background and identities.

F. Standards for Teaching

Standard 1. Teaching, Learning and Assessment Standard

The institution needs to come up with strategies that observe the mission of the instution that also prioritizes learning, competencies and skills necessary for these times. Assessment must also be available to the public, meaning students and staff. To accomplish this teaching and learning has to come to the front of the priorities of the institution (Kezar, 2005). It is the job of educators to ensure the quality of the learning of the students. The institution has to guarantee that all of the components of teaching like learning and assessment are student-centered and flexible with the goal of engaging students more in the process as well. The institution must accommodate for an environment that supports all students no matter what their background is, and it must also account for a system that consistently monitors and evaluates teaching and learning approach for quality enhancement through students' feedback in evaluations.

Another aspect of this standard is assessment. How students are assessed and the strategies that ensure smooth and fair procedures are of utmost importance. Thus, it is

necessary that it is carried out in a professional way. This means that a variety of methods to assess students' progress need to be included. Students' progress contains coursework, projects, research, dissertations and examinations for formative assessment purposes as it is explained by Torrance (2007). These assessment procedures have to be reliable and invigilated and monitored. After all forms of assessment have taken place, degrees are to be awarded ethically and transparently.

In the case of distance learning, deciding on the mode of delivery of the lessons should consider the accessibility of the students, the cost, the strengths and weaknesses, and capacity for collaborative leaning. Instructors must also have the capacity to translate their face to face materials into materials that can be taught virtually. This also goes for any assessment procedures the instructors are using.

Standard 2. Research and Innovation

According to Paletta and Bonoli (2019), the institution needs to promote, encourage and be active in innovative research that is part of the strategic plan of the institution. Such research should address national, regional, continental and international issues. This research should also inform new curricula, methodologies, and new programs. The institution, therefore, would also promote innovation in its teaching and learning.

Research is another important component of higher education. Research in higher education can be looked at from two different angles, faculty's engagement in research and students' enrollment in a research program as part of their post-graduate studies. Additionally, the institution should communicate a shared vision of what research is, its nature, goals and role in higher education. The institution must be publicly clear about the procedures and standards of approval of research project proposals, theses and the manner in which the supervision conducted (Haggerty, 2004). The institution must also be clear about how it manages research systems and strategies, and also about what it provides as facilities and resources that provides an effective environment for research and publications. The institution should have standards and well-defined objectives in its research programs and accepts proposals that align with research needs of state and internationally as well. It should

also provide opportunities for building exchange possibilities for research and development. The institution must ensure academic integrity among faculty and doctoral students where there are appointed research committees and boards to review cases for plagiarism and academic theft.

In conclusion, this review of the related literature has provided a comprehensive synthesis of the existing research on educational leadership, instructors and how they contribute to the quality of their institution. The review also included a section on higher education in the 21st century that informs all the decision-making when it comes to higher education both nationally and internationally. Through the synthesis of various studies and scholarly works, several important findings.

The literature consistently highlights the importance of instructors and educational leaders with researchers emphasizing their impact on quality in higher education. Numerous scholarly works have supported the notion that quality cannot be achieved without the proactive work and collaboration of both of them. There are ongoing debates and contributing perspectives in the field regarding what roles educational leaders and instructors play.

However, despite the valuable contributions made by previous studies, notable gaps in literature persist. One such gap is the lack of research examining their roles in improving quality in the Moroccan context. Limited attention has been given to understanding the unique experiences and challenges faced by educational leaders and instructors in relation to what practices they engage in to improve the quality of their institution. Addressing this gap is essential for a more inclusive and comprehensive understanding of management in Moroccan higher education.

Chapter II

The Research Design

Introduction

This thesis concerns the quality of higher education as it relates to how it can be improved via the efficacy of educational leadership and teaching according to the 21st century demands and challenges. This chapter will detail the research methodology and what it entails to the research questions, design, instruments and sample. The main purpose behind this chapter is to provide justifications for the decisions taken concerning the study and its plan. It also aims at outlining all the important sections of the research methodologies and techniques used in this study.

Research design is needed because it facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money (Balnaves & Caputi, 2001). Similarly, a research design or a plan is needed in advance of data collection and analysis for a research project.

I. Statement of the Problem

Research in quality involves much thought and consideration since it is an elusive concept as it was already stated in the review of the literature. It is challenging to consider all the stakeholders involved in the process of assuring quality. Thus, taking a closer look at each one major party and dissecting its behaviours and attitudes is a step closer to understanding what quality means in any institution. It will also help in working out and reflecting on potential strategies and plans to work towards a better learning experience for students.

This is particularly relevant and important for the Moroccan higher education since Morocco is a developing country with a developing educational system. Focusing on quality and how it relates to instructors and educational leaders will pave the way to better practices in the classroom and outside of it which constitutes the higher education environment overall. Inside the classroom, it is the task of the instructor to provide a quality experience to students which involves quality and content and methodology. Instructors are the primal and pivotal core of any classroom; it is the instructors' role to guide the class and monitor its progress to say the least. Outside of the classroom, it is the educational leaders' role to ensure an environment for both students and instructors that is suitable for learning and development.

Based on what has been stated above, understanding what is meant by quality in the Moroccan context as well as how it can be defined in a context that is delimited by its own challenges and restraints is of utmost importance. This context also highly depends on its human capital, mainly instructors and educational leaders. Hence, their roles and practices should also be in a position of scrutiny.

II. Research Questions

This section outlines the specific questions that the study aims to answer. These research questions should be aligned with the overarching objective of improving higher education in light of the challenges and demands of the 21st century. They should guide the rest of the research and provide a clear focus for the investigation.

Outlining to research questions that can guide any research paper is an integral part in any research problem. The research questions that guide this thesis came about as a result of gaps in the literature. The conceptual gap that the research questions stemmed from is about investigating behaviours and attitude of both instructors and educational leaders which will help construct an idea on what quality is. The contextual gap stems from the lack of research in this area in Moroccan higher education.

The research questions are focused since they deal with two specific aspects in leadership and instruction from the same institution. It is also important to add that they are researchable through a survey as well as through synthesizing the available literature on the topic. The research questions are also specific since they target well defined populations who have demographical characteristics in common such as educational background, education levels, age, gender, etc. On the other hand, the research questions are also complex enough to generate data that can help in developing answers and possible theories throughout the thesis. This would be done through breaking down its components into questionnaire questions that will attempt to answer the bigger research questions and reach the thesis objectives.

This study attempts to answer two major research questions, they are as follows:

3. What are the instructors' perceptions of educational leaders' practices and roles in improving quality in higher education?
4. What are the instructors' perceptions of their own practices and roles in higher education?

This study also attempts to answer certain sub-questions, they are as follows:

1. Why do instructors engage in some quality improving practices?
2. Why do instructors not engage in some quality improving practice?
3. How do instructors perceive their educational leaders' practices in the institution?

III. Research Objectives

Research objectives are what delimits the research since they provide a context or meaning to the study. An investigation is meaningless without research objectives as it is the case for any other task. Sahu (2013) asserts that research objectives help in formulating hypotheses. They are also a blueprint on which the researcher conducts the investigation or research. In every step of research, the researcher uses objectives to be more detail oriented. It also helps in narrowing down the research and provides a focal point.

According to Kothari (2004), the purpose of research is to uncover answers to the research questions via the application of the scientific method. The fundamental objective behind this is to find the truth which was unknown in the beginning, and which has not been uncovered yet. To elaborate more on this, each investigation has its own objectives and purpose.

These objectives can be grouped into four categories. The first category is gaining familiarity with a phenomenon or gaining new insights into a certain topic. These types of research are labeled as exploratory or formulative research studies. Another category aims at portraying definite characteristics of a certain object, situation, individual or group. These types of investigations are called descriptive research. A third category of studies aims at determining frequencies by which certain phenomena occur. These studies are defined as diagnostic research studies. Last but not least, the fourth category is for studies which test certain hypotheses, and these studies are called hypothesis-testing studies.

There are different types of research objectives. Sahu (2013) defines general or secondary objectives and provides a detailed view of the aims of the study. They provide a general overview of the study usually, there is one general objective in each study. According to Sahu (2013), specific or broad objectives define what is the main aim of the study. There can be many specific objectives because every "what", "where" and "how" of the research

should be provided in the specific objectives. The specific objective is the essence of the study, and it gives the main idea since they provide focus to it.

The research objectives of this study are about investigating what quality in higher education is. It also aims at identifying the behaviors of both instructors and educational leaders and how they relate to improving quality in higher education. To break these objectives down more, it would be better to present them in bullet points:

1. The thesis aims at understanding quality in higher education in Morocco.
2. The thesis aims at investigating the frequency by which instructors repeat behaviors that aim at improving quality in higher education, and why they do so.
3. The thesis aims at investigating the frequency by which educational leaders repeat behaviors that aim at improving quality in higher education, and why they do so.
4. The thesis aims at pinpointing what needs to change in instructors' and educational leaders' behaviors to help reach better outcomes in the classroom.

To conclude, these Research objectives are formulated to find answers to the present research questions. As explained before, there are two types of research objectives here. Some are general objectives, and others are specific objectives. They delimit the research and make the research more valid, reliable and clear since it provides more focus to the study at hand.

IV. Methodology Selected

There are different approaches to research methodology. For the purposes of this study, a mixed methods approach is selected. Seliger, Shohamy and Shohamy (1989) suggest that research methods and techniques highly depend on the research questions, hypothesis and objective of the research. However, it is no longer about the motives or rationales for designing a specific research approach, but more about what works (as cited in Sunderland & Litosseliti, 2008; Tashakkori and Teddlie, 2003). In addition, there is a variety of mixed approaches or triangulation as Tashakkori and Teddlie (2003) declared. A mixed method or a triangulation method "is not to be mistaken for an "anything goes" disposition" (Dorneyi & Griffee, 2010, p. 166), nor should it be considered as a haphazard amalgam of quantitative and qualitative research or an additive sum of the two.

Another important aspect to be considered when it comes to choosing triangulation as a research approach is the compatibility and transferability of the research instrument and

methodologies within and between different paradigms. In fact, there is a general accord that combining the qualitative and quantitative approaches is beneficial in revealing different facets of reality as Lazaraton (2005) argues. He still believes that there is an issue with how well methods of different natures can blend in one paradigm within the same design.

Choosing a mixed methods approach can also offer several advantages in research and analysis. In fact, mixed methods research allows for combining qualitative and quantitative data, providing a more comprehensive and nuanced understanding of the research topic. It enables researchers to explore both the what (quantitative) and the why (qualitative) aspects of a phenomenon. By using multiple data sources and research methods, researchers can triangulate the findings and validate the results (Mathison, 1988). This increases the reliability and robustness of the research, as cross-verifying the outcomes obtained from different approaches becomes possible.

As stated before, combining qualitative and quantitative methods can strengthen the validity of the research findings. Qualitative data can help provide context, explanations, and rich insights that quantitative data alone may not capture, while quantitative data can offer statistical evidence and generalizability.

In this thesis, the quantitative method is used to gain a deeper understanding of how involved educational leaders and instructors are involved in improving quality procedures in higher education. On the other hand, the qualitative method is used to elaborate more on the practices of both instructors and educational leaders as well as provide a basis for interpretation. In a triangulation or mixed method approach, it is possible to form a data base from which to infer characteristics, relationships of a specific population.

V. Research Design

The research design refers to the overall plan or strategy for conducting a study. This section explains the chosen approach and method. This section will also provide extensive justifications and rationales behind using the descriptive survey method. It will also discuss how the chosen design aligns with the research questions and objectives, and why it is suitable for addressing the topic of educational leadership and teaching in the context of higher education.

A. The Descriptive Survey Method

According to Dillman, Smyth and Christian (2014), a survey-based research design is used to gather information in a systematic manner about a situation, and area of interest or about people's attitudes, opinions, behaviours, interests, or practices. The survey research design is pre-dominantly descriptive. However, if the questionnaire allows open ended questions where respondents can share their testimonies on the research problem, the researcher can also obtain qualitative data that could answer the question of "why?" in the study. (Fowler, 2013).

A questionnaire can be used both quantitatively and qualitatively by employing different analysis approaches for each type of data collected. In a questionnaire, you can include closed-ended questions that require respondents to choose from predefined response options (e.g., multiple-choice questions, Likert scale items). These responses can be analysed quantitatively using statistical methods to measure frequencies, percentages, means, or correlations to examine relationships between variables (Borrego, Douglas & Amelink, 2009). With the quantitative data obtained from closed-ended questions, it is possible to use software to analyse and interpret the data. This analysis focuses on summarizing and quantifying responses, identifying patterns, and drawing inferences. The results can provide numerical insights into the prevalence, distribution, of frequencies. In the case of this thesis, the quantitative data would serve in quantifying the frequencies of certain practices engaged in by educational leaders and instructors as well. Thus, answering the "what" part of the research questions.

On the other hand, questionnaires can also include open-ended questions, which allow respondents to provide detailed, narrative responses in their own words. These responses generate qualitative data that captures the richness and depth of individuals' perspectives, experiences, and opinions. Here, qualitative analysis techniques such as thematic analysis can be employed to analyse the open-ended responses from the questionnaire (Vaismoradi, Turunen & Bondas, 2013). Thematic analysis involves identifying recurring themes, patterns, or concepts within the qualitative data. Researchers can code and categorize the responses, search for commonalities, and derive themes or categories that represent participants' perspectives or experiences.

Through these testimonies, qualitative analysis of questionnaire responses enables a deeper understanding of participants' thoughts, motivations, and subjective experiences. Researchers can interpret and contextualize the qualitative data, providing detailed descriptions, illustrative quotes, and narratives that add richness and depth to the findings. In this study, the qualitative data obtained from the questionnaire would serve to understand "why" educational leaders and instructors engage (or not) in the targeted practices.

By integrating quantitative and qualitative analysis approaches, researchers can gain a comprehensive understanding of a research question or topic. According to Tong et al. (2013), the quantitative analysis provides numerical summaries and statistical insights, while the qualitative analysis captures the nuances, context, and subjective experiences of the participants. This mixed analysis approach can offer a more robust and comprehensive understanding of the research phenomenon.

In light of what has been said before about descriptive survey research design, this study does not seek to confirm hypotheses nor build on previous research. Since there is little research conducted concerning this issue in higher education in Morocco, studies must report on what is happening in Moroccan higher education then try to build hypotheses. This study aims at advancing and building theory by providing specific and holistic reporting and accounting on educational leaders and instructors role in improving quality in higher education in Morocco. Another rationale for choosing this design is the number of educational leaders and instructors in the university and because it is impossible to use qualitative tools of research for in-depth information, it is more appropriate and convenient to administer surveys and quantify the frequencies by which their practices happen as well as qualify their perceptions.

VI. Population and Sample Design and Technique

This section would detail how the population was selected and recruited to be part of this research. It would also provide justification for the chosen sample size, demographics, and any specific criteria used for selection. Finally, it would also explain the potential benefits and limitations of the selected sample.

A. Population Selection

The first step in developing any sample design is to clearly define the set of objects, technically called the Universe, to be studied. The universe can be finite or infinite. In finite universe the number of items is certain, but in case of an infinite universe the number of items is infinite, i.e., one cannot have any idea about the total number of items (Kothari, 2012). In this study, the universe is finite. Furthermore, a decision has to be taken concerning a sampling unit before selecting sample. A sampling unit may be a social unit such as family, club, school, etc., or it may be an individual, or it may be a geographical unit such as state, district, village, etc., or a construction unit such as house, flat, etc. For this study, the one singular unit is an individual who holds the position of a lecturer, assistant professor, associate professor or senior professor who belongs to a department in the school of Letters and Social Sciences Dhar El Mehraz of Sidi Mohamed Ben Abdellah of Fez (FLDM-USMBA).

The population is also known as 'sampling frame' from which sample is to be drawn. According to Creswell (2012), it contains the names of all items of a universe (in case of finite universe only). If source list is not available, the researcher must prepare it. Such a list should be comprehensive, correct, reliable and appropriate.

1. Rationale behind Population Selection

The selection of the specific population for this investigation depends on several factors and considerations. The population selected is aligned with the objectives of this study. The instructors of the chosen school share homogenous characteristics. Although they belong to different departments, they are still governed by the same educational leaders and have to adhere to and uphold the same standards.

Feasibility is another aspect that was considered for the selection of the faculty of body in FLDM-USMBA. Investigating the perceptions and behaviors of the instructors in this institution would be practical for many reasons. This specific population is taken into account for availability, accessibility, and the resource reasons. Depending on the nature of the research, the faculty body of FLDM-USMBA is somewhat representative of the larger target population (which is Moroccan instructors in higher education institutions, in particular schools of letters and humanities).

This sample is representative and would allow generalizability of findings to a broader context because higher education institutions of this nature are all public and use more or less

the same procedure, go through the same processes of upholding quality and serve similar missions. Certain practical constraints are also factors that played a role in choosing this population. For example, time would not have been enough to make the study region or nation-wide.

2. Sample Design and Technique

Kothari (2012) defines a sample design as a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. A sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. A sample design is determined before data is collected. There are many sample designs from which a researcher can choose. Some designs are relatively more precise and easier to apply than others. Researcher must select/prepare a sample design which should be reliable and appropriate for his research study. For the purposes of this study, a random sampling technique is chosen.

a. Random or Probability Sampling

Probability sampling is also known as 'random sampling' or 'chance sampling'. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample. It is, so to say, a lottery method in which individual units are picked up from the whole group not deliberately but by some mechanical process. Here it is blind chance alone that determines whether one item or the other is selected.

The results obtained from probability or random sampling can be assured in terms of probability i.e., researchers can measure the errors of estimation, or the significance of results obtained from a random sample, and this fact brings out the superiority of random sampling design over the deliberate sampling design. Random sampling ensures the law of Statistical Regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe. This is the reason why random sampling is considered as the best technique of selecting a representative sample. Random sampling from a finite population refers to that method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample.

This applies to sampling without replacement i.e., once an item is selected for the sample, it cannot appear in the sample again. Sampling with replacement is used less

frequently in which procedure the element selected for the sample is returned to the population before the next element is selected. In such a situation, the same element could appear twice in the same sample before the second element is chosen. In brief, the implications of random sampling (or simple random sampling) are:

(a) It gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another.
(b) It gives each possible sample combination an equal probability of being chosen.

b. Size of Sample

This refers to the number of items to be selected from the universe to constitute a sample. The size of sample should neither be excessively large, nor too small. An optimum sample is one which fulfils the requirements of efficiency, representativeness, reliability, and flexibility. While deciding the size of sample, the researcher must determine the desired precision as also an acceptable confidence level for the representation of the population.

Table 2.

The Population Size and Proportion

	Population Size	**Population Proportion**	**Margin of Error**	**Confidence Level**
Numbers & percentages	160	50%	5%	80%

In this study, 84 responses out of 160 were gathered, and that guarantees a 80% confidence level that the responses would be representative of the population. To clarify this point, the confidence level is a percentage number that a researcher can use to confirm that the responses they gathered are truly representative of the target population.

c. Demographic Elements

In this study, 84 questionnaires were received, and figure 2. reveals that 63.1% of the participants are male while 36.9% are female. Concerning the age of the participants, figure 3. shows that 4.7% are between ages 25 and 35, 24% are between ages 35 and 45, 46.4% are between the ages 45 – 55 and 25.1% are between the ages 55 and 65. Before taking a look at the data and analyzing the data, it is highly crucial to provide background demographic information about the target population of the study. The following graphs and tables

visualize demographic information on the participants. This demographic information is not a key variable in the study, so this information will not be as relevant in the data analysis; however, it would be well enough to know these numbers and get a glimpse into the sample used for this study.

Figure 5.

Gender of Participants.

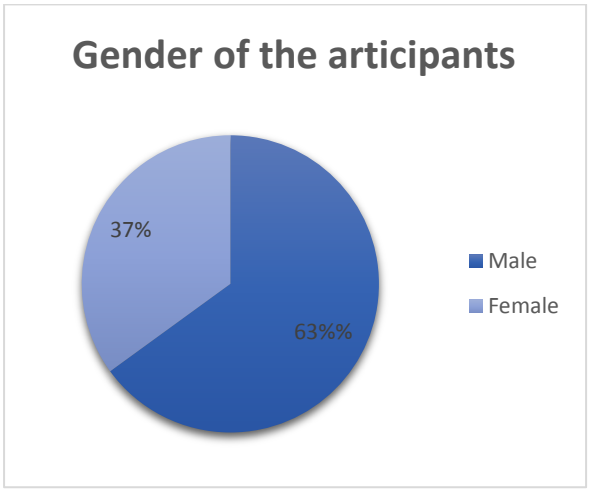


Figure 4.

Age of Participants

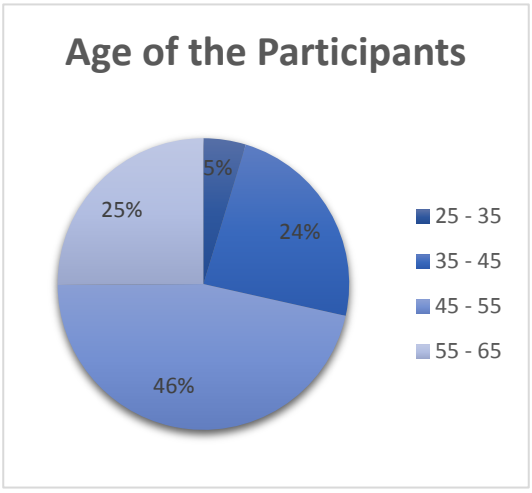


Table 3.

Gender of the Participants.

		Frequency	Percent	Valid Percent
Valid	Male	53	63.1	63.1
	Female	31	36.9	36.9
	Total	84	100.0	100.0

Table 4.

Age of the Participants.

		Frequency	Percent	Valid Percent
Valid	25 – 35	4	4.7	4.7
	35 – 45	20	23.8	23.8
	45 – 55	39	46.4	46.4
	55 – 65	21	25.1	25.1
	Total	84	100.0	100.0

3. Setting

The School of Letters and Humanities (Faculté des Lettres et Sciences Humaines) at Sidi Mohamed Ben Abdellah University is an educational institution located in Fez, Morocco is one of the oldest and most prestigious institutions within Sidi Mohamed Ben Abdellah University. It has a rich history and has contributed significantly to the intellectual and cultural development of the region.

The school offers undergraduate and postgraduate programs in various disciplines within the humanities and social sciences. These programs include fields such as French, English, Spanish, German and Arab language and literature, Islamic Studies, History, Geography, Philosophy, Sociology and Psychology. The university offers a few other master programs in different disciplines. The programs are organized in the table below:

Table 5.

Master Programs in FLDM-USMBA.

Master Program	Department
Language Sciences: Linguistic Theories and Description of Language Practices	French department
Applied Language studies and Research in Higher Education	English Department
Cultural Studies: Cultures, Identities and Nationhood in Morocco	English Department
Language, Communication and Society	English Department
Translation and Cross-Cultural Communication	English Department
Specialized Translation and Spanish for Specific Purpose	Spanish Department
The Alliance of Civilizations and Interfaith Dialogue: between Western and Arab-Islamic Thought	Arabic Department
Jurisprudence and Fundamental Rules	Islamic Studies Department
Religious constants in Morocco: Purposes, Dimensions and Extensions	Islamic Studies Department
Philosophy and science in the Middle Ages	Philosophy Department
Social Fragility and Social Policies	Sociology Department
Sociology of Gender and Citizenship	Sociology Department

Public Health and Social Protection Policies	Sociology Department
Neurological and Cognitive Psychology	Psychology Department

The university also offers a few other doctoral programs in different disciplines. The programs are organized in the table below:

Table 6.

Doctoral Programs at FLDM-USMBA.

Doctoral Programs
Culture, Representation, Education, Didactics and Training Engineering (CREDIF).
Laboratory of Sociology and Psychology (LSP).
Laboratory of Territory, Heritage, and History (LTPH).
Psychological, Sociological and Cultural Studies (PSCS).
Language Science, Literature, Art, Communication and History (SLLACH)
Terminological Research and Textual Studies Laboratory

Additionally, the School of Letters and Humanities promotes research and scholarly activities among its faculty and students. It encourages intellectual inquiry, critical thinking, and academic writing within its disciplines. Instructors may engage in research projects, publish academic papers, and participate in conferences and seminars. The school comprises a diverse and qualified faculty who are experts in their respective fields.

The instructors are responsible for teaching courses, mentoring students, and conducting research. They contribute to the academic community through their knowledge, expertise, and publications. The School of Letters and Humanities often hosts cultural and academic events, such as conferences, workshops, and lectures, to foster intellectual discourse and promote cultural exchange. These events provide opportunities for students and faculty to engage with prominent scholars and experts in their fields.

VII. Data Collection and Research Instruments

This part discusses the specific tools, measures, or instruments to be used to collect data. In this section, the survey questionnaire method is detailed and explained as to how it relates to the research questions. It will also describe how the questionnaire was developed and how relevant it is to the research questions and research objectives. There will also be a section on how the questionnaire items were developed and put in place for respondents.

1. Data Collection through Questionnaires

This method of data collection is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organisations and even by governments. In this method, a self-administered questionnaire is sent to the persons concerned with a request to answer the questions and submit the questionnaire (Mazhar et al., 2021). A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is sent out to respondents who are expected to read and understand the questions and either choose the answer most authentic to them or write down the reply in the space mean for the purpose in the questionnaire itself.

The respondents must answer the questions on their own. The method of collecting data by sending the questionnaires online to respondents is most extensively employed in various fields. Benefits of this method are many; however, just like all other research instruments, it also has some drawbacks, and some of which are loss of control over the responses, ambiguous and missing replies, inflexible or shallow findings.

Before using this method, it is always advisable to conduct 'pilot study' (Pilot Survey) for testing the questionnaires. In a big enquiry the significance of pilot survey is felt very much. Pilot survey is in fact the replica and rehearsal of the main survey. Such a survey, being conducted by experts, brings to the light the weaknesses (if any) of the questionnaires and also of the survey techniques. From the experience gained in this way, improvement can be affected. In this study, both questionnaires were piloted three times, and the necessary modifications were made.

In this study, the questionnaires were structured since they are composed of definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents. Resort is taken to this sort of standardisation to ensure that all respondents reply to the same set of questions. The questionnaire allows the respondents to add their comments at the end of each section. Thus, the questionnaire was highly structured since all questions and answers are specified and comments in the respondent's own words are held to the minimum. The questionnaire went through a phase of piloting since it was based on the African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA). All the comments and observations made

through piloting were incorporated through the questionnaire under the condition that they were pertinent and helpful!

In order to make the questionnaire effective and to ensure quality to the replies received, a researcher should pay attention to the question-sequence in preparing the questionnaire. According to Sreejesh et al. (2014), a proper sequence of questions reduces considerably the chances of individual questions being misunderstood. The question-sequence must be clear and smoothly moving. This meaning that the relation of one question to another should be readily apparent to the respondent, with questions that are easiest to answer being put in the beginning. In the questionnaire, the first section as an example is "Implementing the vision, Mission, and Strategic Objectives" which is more general and is more institutional and "across the board". This would serve well as an introduction to the questionnaire. Then, the question items move on to as ask about more specific aspects and idiosyncratic like instruction, methodologies and assessment. At the end, the questionnaire ends in questions about research and supervision.

Researchers should also have questions that are immensely vital to the research problem and a connecting thread should run through successive questions. Ideally, the question sequence should conform to the respondent's way of thinking (Roopa & Rani, 2012). Knowing what information is desired, the researcher can rearrange the order of the questions (this is possible in case of unstructured questionnaire) to fit the discussion in each case.

With regard to formulation and wording of the question items in the questionnaire, it is worthy to note that each question must be stated clearly, for any sort of misunderstanding can do irreparable harm to a survey. The questions were also impartial in order not to give a biased picture of the true state of affairs. Additionally, they were constructed to form a logical part of a well thought out plan which means how the findings would be presented in the analysis part. This would be done based on the research questions used in this study. In this study, all question items were worded and formulated based on the ASG-QA which has been reviewed by external agencies and educational organizations. This leaves very little room to issues related to this aspect of the questionnaire.

2. Research Instrument

For the purposes of this study, a survey was constructed and administered. The research questions were kept in view since it provides the starting point to answering them and realize the study's objectives. Depending on the information sought, which was quantitative in nature, the items were put in the form of rating scales to measure the frequencies by which each instructor practice happens as well as quantify the perceptions of instructors of their educational leaders and their practices in higher education. Each item included one specific practice for more clarity and transparency. Then, each item was numbered and classified into its appropriate section to sequence them in a logical manner. As it was stated before, pilot study was undertaken for pre-testing the questionnaires.

a. Item Construction Description

The study's survey: Instructors' Practices in Improving Quality in Higher Education

i. Implementing the Vision, Mission, and Strategic Objectives

In this section, three rating statements were included. The first one is concerned with the level of awareness of the institution's mission and strategic objectives. The second statement investigates the frequency by which the instructors follow and implement the institution's mission and strategic objectives, and the third and last one is inquires on the frequency by which instructors contribute as stakeholders and decision-makers of the institutions.

These three statements were sequenced together because they have to do with the mission and strategic vision of the institution. Lastly, the rationale behind including them is to understand the role they play as decision makers and whether they are aware of them and whether they implement their institution's mission and objectives.

ii. Working as a Team

In this section, there are sixteen rating scale statements. The first statement has to do with communicating intended learning outcomes. The second one investigates whether the instructors' leader works to satisfy the instructors. The third looks at whether the leader communicates mobility opportunities to their team. The fourth one inquires on the leader communicating research opportunities to their team. The fifth statement investigates whether the leaders recruit instructors transparently. The sixth looks at whether the leader works

towards making the environment suitable for instructors. The seventh statement is about whether the leaders reward and encourage conducting research.

The eighth statement is about whether the leader encourages innovating teaching methodologies. The ninth one is about whether the leader encourages using technological tools. The tenth statement is about whether the leader encourages using educational platforms. The eleventh one is about whether the leader shares with their team with opportunities for training on technology use in the classroom. The twelfth statement is about whether the leaders evaluate the program the instructors work in. The thirteenth one is about whether the leader oversees assessment procedures of the courses taught. The fourteenth statement is about whether the leader ensures the reporting of the results of assessment to the concerned parties. The fifteenth statement is about whether the instructors' performance is assessed through class observation. Lastly, the sixteenth statement is about whether students report on the performance of instructors in the class.

All these statements were sequenced together to gain a clearer and better understanding of the nature of the work among instructors and their educational leaders. Communication is an important aspect of leadership. Communicating all important information among instructors and educational leaders is a necessary element in ensuring quality. Understanding if the educational leader strives for his team's satisfaction is another important aspect of the quality of the institution. Furthermore, communicating mobility and research opportunities to instructors allows them to engage in international academic spheres where the exchange of knowledge and expertise is possible. Also, instructors can represent their institution in international conferences through mobility and research opportunities as well which guarantees more research engagements, networking and visibility for both researchers and the institution they belong to.

Transparent recruiting is another quality issue that is a concern of most institutions, so having an idea about the recruiting process and the instructor's perceptions of it is of paramount importance. Another item in the survey is the infrastructure and the provision of facilities in a smooth and simple way that paves the way to working in a suitable environment may. This task falls on the shoulders of educational leaders to a bigger degree as well as instructors to a smaller degree. Encouragement to conduct research, to use innovative teaching methodologies and educational platforms is also another task that the educational leader must perform to encourage instructors to enhance the quality of the institution.

Concerning assessment, it important to investigate its procedures. Furthermore, overseeing assessment procedures and reporting their results is another quality concern of the study at hand. Moreover, assessment can give insights to progression, recognition, and certification, and it could also give insights into the number of pass or fail students.

iii. Investigating Students' Backgrounds, Needs and Learning Preferences

In this section, there are seven statements. The first statement inquires on whether the instructor is aware of the students' abilities and disabilities. The second one investigates whether the instructor is aware of the students' social background. The third one inquires on whether the instructor uses teaching strategies that support the abilities of the students. The fourth one inspects whether the instructor helps students improve their intellectual abilities. The fifth one examines whether the instructor is aware of the students' needs. The sixth one investigates whether the instructors build their syllabus according to their students' need. Lastly, the seventh one is about whether the instructor varies their teaching materials to accommodate students' needs.

Students' backgrounds, needs and learning preferences is another aspect to be considered by instructors. Investigating quality is closely related to this in particular. Another item asked focuses on student satisfaction. This is important because it is related to how the instructors deal with all the data that they can gather from their students to understand their needs and backgrounds better. The instructor's awareness of the students' abilities, disabilities and social backgrounds is important when it comes to using teaching strategies and using teaching tools that would facilitate the learning process which relies heavily on students' aptitudes, motivations or incentives and needs. This also relates to designing syllabi (or at least adapting them!) according to the students' needs and wants.

iv. Demonstrating Knowledge of Teaching Strategies

In this section, there are eleven statements. The first one inquires on whether the instructor shares clear objectives with their students. The second one looks into whether the instructor acts as a guide to their students. The third one investigates whether the instructor makes sure their philosophy is student-centred. The fourth one examines whether the

instructor is clear about the learning process and its purpose with their students. The fifth one inquires on whether the instructor makes sure to give constructive feedback to their students.

The sixth one is about whether the instructor makes sure to deliver the content of the course clearly and efficiently. The seventh one examines whether the instructor uses a variety of activities in their coursework. The eighth one investigates whether the instructor encourages students' engagement and participation. The ninth one inspects whether the instructor promotes the students' learning autonomy. The tenth one looks at whether the instructor is holistically aware of the students' progress. Lastly, the eleventh one is about whether the instructor makes sure to meet students' satisfaction when it comes to their teaching methodologies.

Being clear about objectives, the learning process and feedback is another aspect of quality instruction in higher education, so investigating this component is undoubtedly crucial. Also, guiding students and adopting learner-centeredness is what students seek out in higher education to evolve and develop autonomy in learning. Meeting student satisfaction when it comes to all of these elements is an essential aspect of quality instruction.

v. Demonstrating Knowledge of the Course Content

In this section, there are nine statements. The first one examines whether the instructor makes sure that the content used is student-centred. The second one investigates whether the instructor makes sure to gives students assignments to monitor their work. The third one explores whether the instructor makes sure that the content works toward the intended learning outcomes of the course. The fourth one inquires on whether the instructor is well aware of the components of the course. The fifth one examines whether the instructor makes sure that the content is well-defined and manageable.

The sixth one gauges whether the instructor encourages students to go beyond the course materials and do interdisciplinary research on related topics. The seventh one examines whether the instructor uses formative assessment to test students' knowledge and skills. The eighth one about whether the instructor uses technology in teaching and learning processes. Lastly, the nineth one examines about whether the instructor makes sure to meet students' satisfaction when it comes to course content.

The content of the course and how the instructor demonstrates knowledge of it is of paramount importance. This should be done in a learner-centred way and in a way that aims

to reach the intended learning outcomes. It is critical that the instructor is well informed about all the components of the course as well as include assignments to monitor their work with the aim to formatively and summatively assess students' progress and work. The course's content should be also chunked and sequenced in a manageable and easily digestible way for the students. In brief, demonstrating knowledge of the course with the aim of reaching student satisfaction is an important aspect of quality in higher education that must be investigated.

vi. Research, Innovation and Facilities

In this section, there four statements. The first one inquires on whether the instructor has access to the library to obtain diverse teaching materials. The second one looks at whether the instructor has access to ICT support. The third one examines whether the instructor is made aware of all updates in university software and website by the concerned parties. Last, the fourth one inspects whether the instructor gets training on educational tools and platforms provided by the institutions' staff.

Facilities and research are important elements of the higher education institution. Therefore, having access to facilities like libraries, Information, Communication and Technology support, software, websites and educational tools and platforms are critical to build and deliver the contents of the course in an effective and efficient way. It is also noteworthy that the provision of training on such tools should fall on the institutions' shoulder and any support concerning the use of these tools in or out of the classroom should also be part of the responsibility of the institution. To sum up, research, innovation and facilities is an important angle to be considered in quality assurance.

vii. Research Supervision

In this section, there are two statements. The first one examines about whether the instructor makes sure the institutions' standards and procedures concerning writing theses to their supervisees. The second one investigates about whether the instructor effectively monitors their supervisee's progress.

In theses' supervision, the instructor (or supervisor) must keep in mind that communicating standards and procedures concerning writing doctoral theses to their

supervisees has certain implications to the quality of the institution. This is the case because whatever research is conducted within the framework of the university influences its ranking and its overall quality. Supervisees must follow in their supervisors' footsteps and follow integrity guidelines since it is the responsibility of both parties to do so.

b. Measurement Tool Development: Scaling

Kothari (2004) defines scaling as the procedures of assigning numbers to various degrees of opinion, attitude, perception and other concepts. This can be done in two ways. The first is making a judgement about some characteristic of an individual and then placing the individual directly on a scale that has been defined in terms of that characteristic. The second one is constructing questionnaires in such a way that the score of individual's responses assigns them a place on a scale. It may be stated here that a scale is a continuum, consisting of the highest point (in terms of some characteristic e.g., preference, etc.) and the lowest point along with several intermediate points between these two extreme points. In this study the scale is constructed in terms of frequency. This is done under the premise that if an instructor reports that they engage in a quality "always", it would be for the benefit of the institution, and consequently a plus for quality and quality assurance. On the other hand, if the instructors report that they do "not at all" engage in quality practice, this would harm the quality of the institution.

These scales are presented in the questionnaire as such:

Table 7.

The Scale of the Questionnaire.

Unsure	Not at All	Sometimes	Most of the Time	Always

The scale is a continuum that is broken down to degrees and frequencies. Sahu (2000) asserts that this is better understood when we talk about scaling techniques. Hence, the term 'scaling' is applied to the procedures for attempting to determine quantitative measures of subjective abstract concepts (such is the case of quality as an abstract concept to be quantified by testing and investigating frequencies). Aside from quality, there are other notions or concepts that are also put in quantifiable terms; as an example, a concept such as formative assessment and how its frequency can be defined in a program. An instructor could respond by rating how often it happens in order to reach a general consensus.

In research, quite often, measurement problems might appear (since there is a need for a valid measurement), especially when the concepts to be measured are complex and abstract. Furthermore, in such a study on quality assurance, working with such abstract concepts can prove to be quite difficult, and since using a questionnaire that was developed in studies would not account for the specific contextual challenges that Moroccan higher education faces, it is important to be mindful when choosing a scaling technique. Thus, investigating frequencies proves itself to be valid here, especially as a starting point since there is not enough research on quality in higher education in Morocco. Another issue that is related to this thesis in particular is valid measurement and how it would be possible to arrive at reliability and validity in the gathered data. This would be possible by choosing the right scaling technique, and for the purposes of this study an arbitrary approach was opted for when it comes to an itemized rating scale.

i. Scale Construction Technique

Kothari (2004) describes an arbitrary approach to constructing scales as an approach where scale is developed on *ad hoc* basis, meaning that it is a scale that is developed whenever need be or necessary which is the case for this thesis. This is the most widely used approach. It is presumed that such scales measure the concepts for which they have been designed.

Furthermore, the rating scale involves quantitative descriptions of a limited number of aspects, of a concept, or of traits of a person (Kothari, 2004). When rating scales are used, an object is judged against specific criterion. In this thesis, the object is instructors' and educational leaders' behaviors while the criterion is frequency. The frequency is described in terms of 5 items (Unsure - Not at All – Sometimes – Most of the Time – Always), three to seven points scales are generally used for the simple reason that more points on a scale provide an opportunity for greater sensitivity of measurement.

VIII. Validity and Reliability

To increase validity and reliability of the findings, an itemized rating scale (also known as numerical scale) is used. Sahu (2000) speaks on itemized rating scales as a scale that presents a series of statements from which a respondent selects one as best reflecting his evaluation. These statements are ordered progressively in terms of more or less of some property. An example of itemized scale can be given to illustrate it.

In this thesis, respondents are asked to pick the extent to which they do the following as an instructor:

"I build my syllabus according to my students' needs."

- Unsure.
- I do not build my syllabus according to my students' needs at all.
- I sometimes build my syllabus according to my students' needs.
- I build my syllabus according to my students' needs most of the time.
- I always build my syllabus according to my students' needs.

The chief merit of this type of scale is that it provides more information and meaning to the rater, and thereby increases reliability. This form is relatively difficult to develop, and the statements may not say exactly what the respondent would like to express. Borman et al. (2001) agree that rating scales have certain good points. The results obtained from their use compare favorably with alternative methods. They require less time, are interesting to use and have a wide range of applications. Besides, they may also be used with a large number of properties or variables such is the case when there is a multitude of notions incorporated in the questionnaire. However, their value for measurement purposes depends upon the assumption that the respondents can and do make good judgements. If the respondents are not very careful while rating, errors may occur.

Three types of errors are common. The first one is the error of leniency, the next is error of central tendency and the error of halo effect. The error of leniency occurs when certain respondents are either easy raters or hard raters. In fact, this might occur since the instructors would be rating their OWN practices and leaders' practices as well. This means that they might be lenient towards themselves and harsher on their leaders, or vice versa. They would be harsher on themselves and more lenient with their leaders. When raters are reluctant to give extreme judgements, the result is the error of central tendency, this error is also a possibility if instructors are not as confident in how they carry out their lessons or administrative responsibilities, etc. or vice versa. The error of hallo effect or the systematic bias occurs when the rater carries over a generalized impression of the subject from one rating to another. The halo effect is likely to appear when the rater is asked to rate many factors, on a number of which he has no evidence for judgement. This is not likely to happen since instructors reported on their own individual experiences and no other aspects that they

have no idea about. These errors could or could not occur, thus a contextual interpretation of the findings is necessary.

IX. Data Analysis

Descriptive analysis is concerned with describing a phenomenon and "how we think it is" (Baha, 2016). It also tries to consider the situations for describing a norm, standard or consensus (Sakyi, Musona & Mweshi, 2011). Descriptive analysis, as the name suggests, involves work that describes what exists and attempts to generate new facts as well. It is about fathering data related to products, people, individuals, events, etc. and then organizing and depicting an outcome. It is also important to note that this type of analysis is mainly directed by one or two research questions and does not follow a structured hypothesis (Khaldi, 2017). This is the case in this study, since there are only two broad research questions, descriptive analysis is the most appropriate analysis to reach the objectives of the study.

Descriptive Analysis provides a knowledge base which can be a foundation for further analysis, since it maps the landscape of a specific phenomenon (Gelo, Braakmann & Benetka, 2008). It is argued, if properly interpreted, the data analyzed can provide useful insights which may lead to hypothesis formation. In social sciences and business research, researchers frequently use the term "ex post facto research" for descriptive analysis. The central characteristic of ex post facto research is that the researcher has no control over variables, they can only report what has happened or what is happening in the present (Kothari, 2004). The commonly used methodology in descriptive research is surveys of all kinds; analysis of information or facts already available, observational methods, surveys, case studies and correlational methods (Kothari, 2004).

After administering questionnaires and gathering the necessary data, all responses would be organized in the form of bar graphs that are categorized, interpreted, and analyzed in sections that are conjunct with the research questions of this study. Each questionnaire data relating to the different research questions of the study are analyzed within its own section. Each statement in the questionnaire will have its data presented in a bar graph and analyzed through putting forward multiple "theories" and interpretation as to why an instructor is or is not engaging in a certain aspect. This is done for two reasons. The first of which is opening further doors to research to try and understand why instructors do (or do not) engage in those practices, and the second reason is to try to estimate the state of quality in a university in the

Moroccan context, and determine any gaps that could emerge through the analysis and discussion part.

X. Ethical Consideration

Ethical considerations play a crucial role in quantitative research, as they involve the treatment of participants, data collection, analysis, and dissemination of research findings. There are some key elements to consider in the ethics of conducting quantitative research. Researchers must obtain informed consent from participants. In this study, the participants are ensured, and they are fully informed about the purpose, procedures of the study. have the freedom to voluntarily participate or withdraw at any stage of the study. This is the message that was relayed to the participants before they answered the questionnaire in the google form and email as well, it is such as:

> "I am Khawla Akassri, I am a doctoral researcher, conducting research on the instructors' role in improving quality in higher education. I would love to hear from you about what practices you engage in to help students in their educational journey. The survey should only take 5 minutes of your time, and your responses will be completely anonymous". (Google form message introduction).

Another ethical consideration in this study is that the participants' identity is protected and their answers are private as a way to respect their confidentiality. The questionnaire does not include any questions about their names, phone numbers and emails. This allows the participants to voice out their opinions in a freer and more confident way. If any of the participants wanted to reach the doctoral candidate or if they had any questions, they were encouraged to email the researcher. This was the message relayed to the participants in this regard, it is as such:

> "If you have any questions about the questionnaire, feel free to contact me at: khawla.akassri@gmail.com
> I really appreciate your input!" (Google form message introduction).

It is important to note that ethical considerations can vary across disciplines, countries, and research contexts. Researchers should adhere to ethical guidelines and regulations specifically to avoid any issues later on when it comes to sharing the results of the study.

XI. Limitations of the Research Design

Descriptive research, while valuable in providing a comprehensive understanding of a phenomenon, is not without limitations. Some of which were already discussed before. In fact, descriptive research focuses on describing and summarizing the data quantitative and qualitative data obtained from the questionnaire. Therefore, descriptive research cannot determine causality or explain why certain patterns exist. However, since the survey also included open-ended questions, this issue was avoided.

Descriptive research often involves a specific sample or population, which may not represent the entire target population or other contexts. The findings may not be generalizable to other populations or settings, limiting the external validity of the study. Although the confidence level of the sample size is 80% (a direct result to collecting 84 questionnaires), the initial aim for data collection was 90% or 95% which would mean that the targeted number of questionnaires collected is 102 and 114 respectively. Because of the unavailability of some instructors, the projected number of responses was not reached.

Descriptive research may be susceptible to various biases that can influence the results. Selection bias, response bias, or measurement bias can impact the accuracy and representativeness of the collected data, potentially affecting the validity of the findings. As mentioned before, scaling errors could occur since the study is investigating (self) perceptions, the instructors could either overestimate or underestimate themselves, or even centralize their responses which might affect the results yielded in this study.

Unlike experimental and explanatory research, descriptive research typically does not involve manipulation or control of variables. It focuses on observing and describing existing phenomena as they naturally occur. As a result, confounding variables or alternative explanations for the observed patterns may not be adequately controlled, making it difficult to establish causal relationships. However, since this study is not attempting to uncover any causal relationships and is purely descriptive, this will not be an issue.

Overall, this chapter serves to provide a comprehensive understanding of the research methodology employed in this thesis. It ensures that readers have clarity about the research questions, design, instruments, and sample, and understand the rationale behind these choices. This chapter is essential for establishing the credibility and rigor of the thesis and lays the foundation for the subsequent analysis and findings.

Chapter III

Data Presentation

Introduction

In this study, this chapter will present the data collected through the questionnaire, and Its objective is to display the graphs for each statement in the questionnaire and outline the testimonies and comments of the respondents. This would serve as the foundation for the analysis and discussion chapter. The research design employed in this study was a mixed methods approach, combining quantitative and qualitative data. A sample of 84 participants was surveyed to gather a comprehensive dataset. The surveys consisted of closed-ended questions, and open-ended questions.

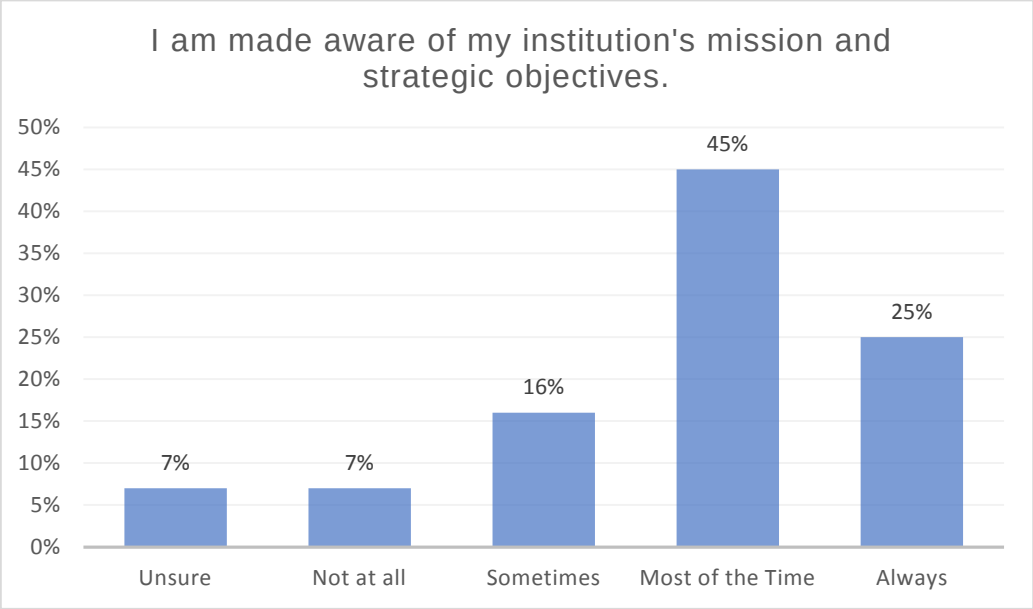
The data presented in this chapter provides valuable insights into the roles of educational leaders and instructors in Moroccan higher education and contributes to the existing literature by shedding light on the practices they engage in. The findings offer a deeper understanding of the research topic and serve as a foundation for the following analysis and discussion chapter, allowing for a comprehensive analysis and interpretation of the research findings.

A. Implementing the Vision, Mission, and Strategic Objectives

When it comes to being aware of the institution's mission and strategic objectives, instructors are made aware of their institutions' mission and strategic objectives most of the time as the graph demonstrates below:

Figure 6.

Instructor's Awareness of their Institution's Mission and Strategic Objectives.

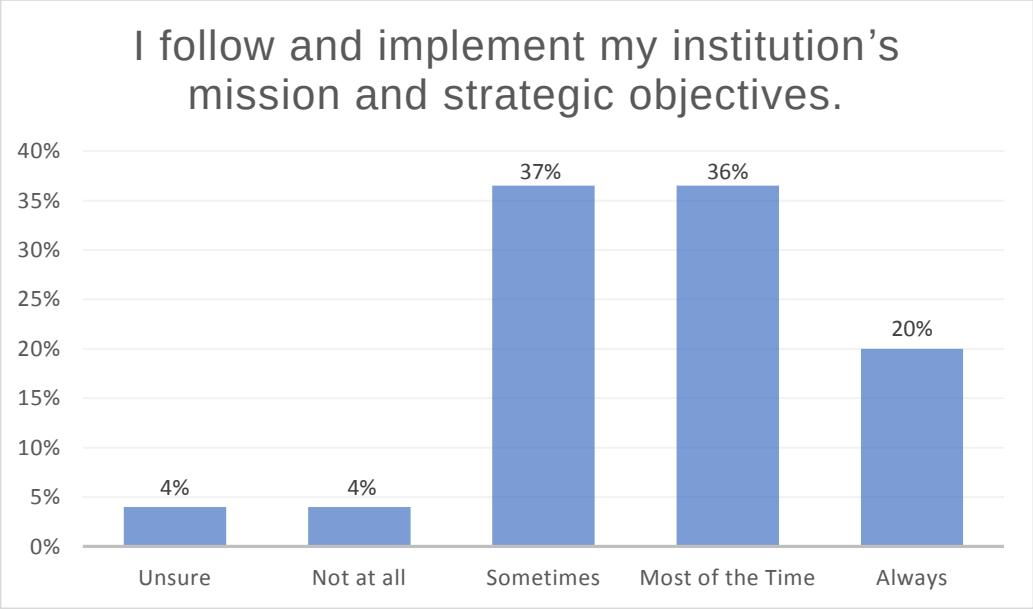


A close reading of the chart shows that 45% of the respondents are made aware of their institutions' mission and strategic objectives most of the time. 25% responded that they are always made aware of their mission and objectives while 16% responded that they are sometimes made aware, and 7% said that they were not made aware at all. Similarly, 7% reported that they are not sure. One of the respondents commented that: "Not all faculty members get informed about the institutions' mission because there is not enough communication between us professors and our leaders […]". Another respondent said that: "I only focus on my teaching, and I do not involve myself in decision-making matters".

When it comes to following and implementing the institution's mission and strategic objectives, instructors follow and implement their institutions' mission and strategic objectives either sometimes or most of the time as the graph demonstrates below:

Figure 7.

Instructors' Implementation of their Institution's Mission and Strategic Objectives.

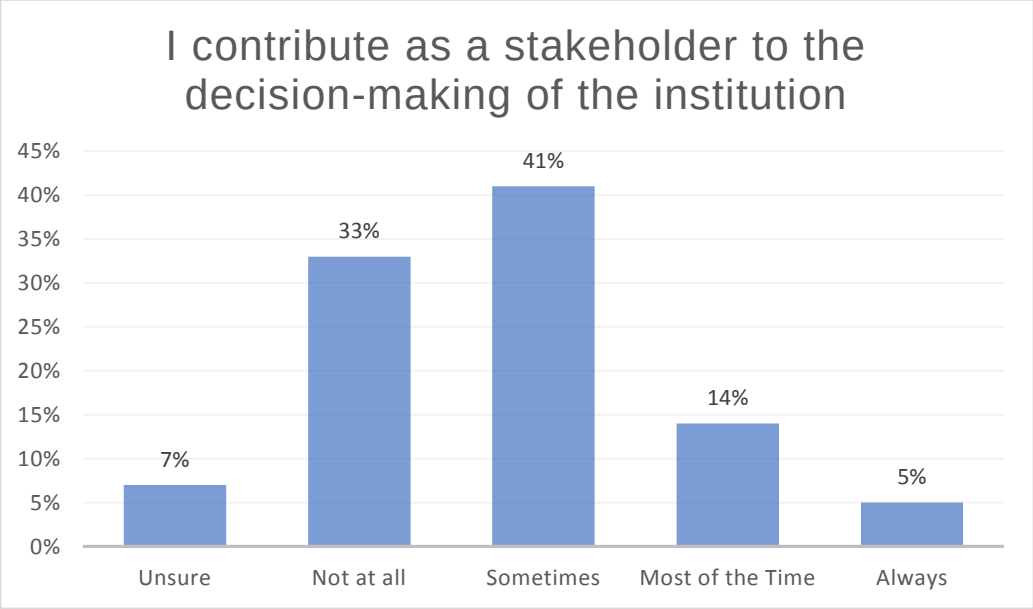


According to the graph, 37% of the respondents reported that they sometimes follow and implement their institution's missions and strategic objectives. Furthermore, 36% of the respondents believe that they follow and implement their institutions' mission and strategic objectives most of the time. On the other hand, 20% of the respondents reported that they always follow and implement their institution's mission and strategic objectives. Then, 4% responded that they do not follow or implement their university's mission and strategic objectives or that they are unsure. Speaking of implementation, a respondent asserted that: "As faculty members, I follow the institution's mission because everything we do needs to uphold the objectives set forth by our school; this helps in outlining program goals and intended outcomes, which […] ultimately improves student achievement and success".

When it comes to decision-making and acting as a stakeholder in the institution, instructors only sometimes can be part of the decision-making process as the graph below indicates:

Figure 8.

Instructors' Contribution as a Stakeholder to the Decision-making of the Institution.



A close inspection of the graph shows that 41% of the respondents answered that they sometimes contribute as a stakeholder to the decision-making of the institution. Another 33% answered that they do not contribute to decision-making at all. While 14% of the respondents answered that they contribute most of the time to the decision-making in their institution, only 5% said they always contribute. On another note, only 7% said that they are usure whether they contribute or not.

A respondent confirmed that:

> "As faculty members, we are not always involved in the decision-making process unless we are approached by our leaders to join different boards, or we get elected. We mostly feel like there is a lack of representation in boards who are responsible for decision-making in our university".

Another respondent mentioned that: "sometimes, our voices are not heard" while another one contested that:

> "Contribution to one's department of affiliation is a duty, but only if properly recognized/appreciated. Being aware of my institutions' mission does not make you a

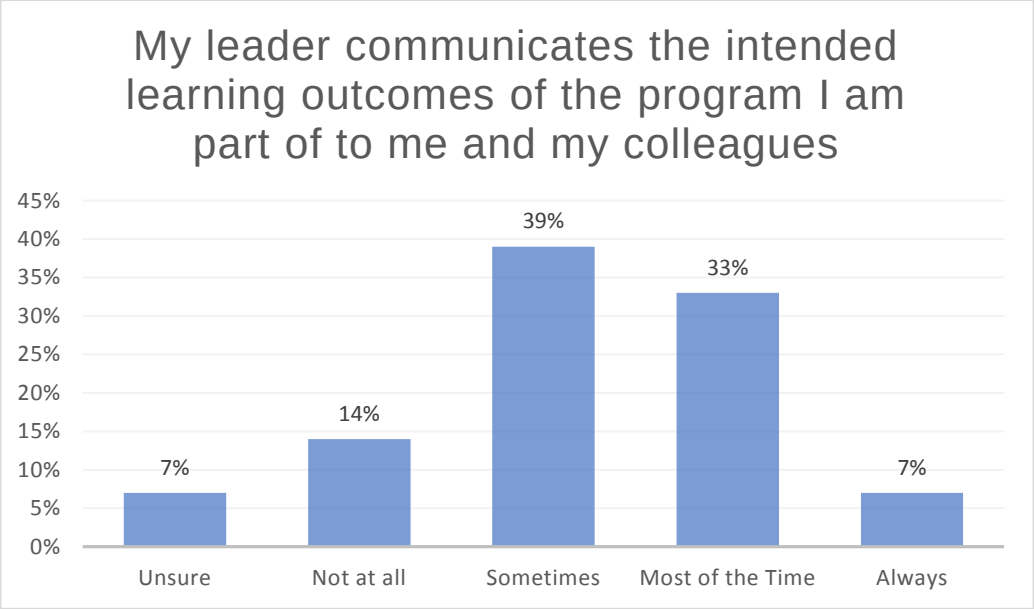
stakeholder. Unfortunately, Moroccan HE [Higher Education] institutions, for so long, may have failed to promote instructors' sense of belonging and voluntary work thus lost its value. Nobody is willing to invest their time where they don't feel appreciated".

B. Working as a Team

Instructors reported that their leaders only sometimes communicate the intended learning outcomes of the program they are part of to them as the graph below describes:

Figure 9.

Leadership's Communication Effectiveness of the Intended Learning Outcomes



According to the graph, 39% of the respondents reported that their leader communicates the intended learning outcomes of the program they are part of. 33% of the respondents reported that their leader most of the time communicates the intended learning outcomes to them. As 14% of the respondents replied that their leader does not communicate the intended learning outcomes of the program, only 7% said that their leader always communicates the intended learning outcomes of the program. Finally, 7% reported that they were unsure. A respondent said that: "the director of my program communicates the intended learning outcomes for some courses, but not the others, but discussions with senior colleagues and looking at different course descriptions help". Another respondent also mentioned that: "I need to know what is expected of me as a professor, so I can tailor the course to the needs of my students".

For Instructors' satisfaction in the institution, instructors reported that their leaders only sometimes work towards their satisfaction as the graph below shows:

Figure 10.

Leadership's Role in Instructor Satisfaction.



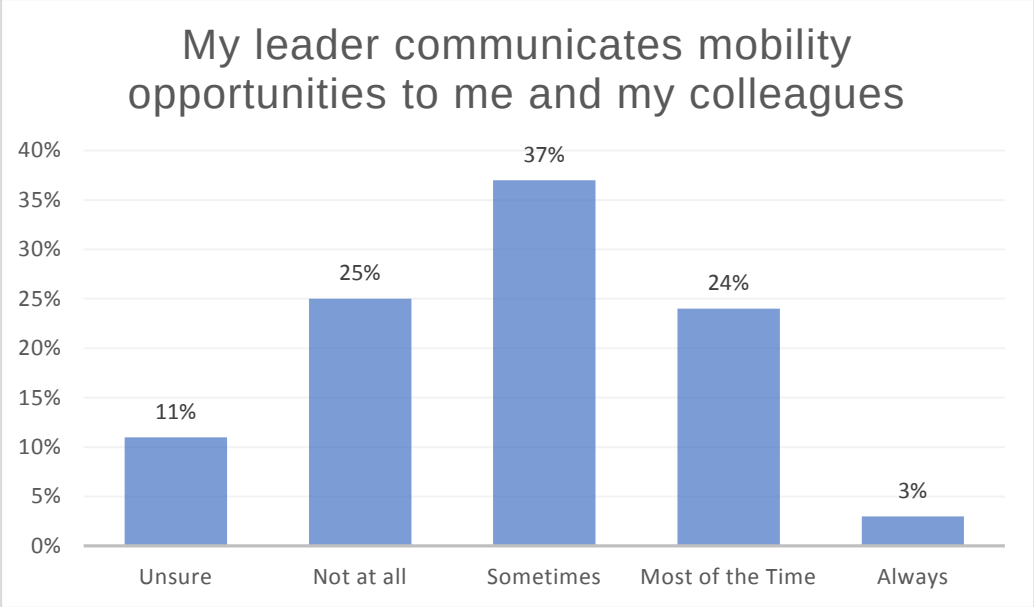
A close look at the graph shows that 38% of the respondents reported that their leader sometimes works towards their satisfaction while 32% reported that their leader doesn't work towards their satisfaction at all. On the other hand, 16% of the respondents believe that their leader works towards their satisfaction most of the time, and only 3% said that their leader always works towards their satisfaction. 11% reported that they were unsure. A respondent confessed that: "Our leaders themselves are so overwhelmed with work and related responsibilities relating to students that they hardly ever check whether professors are satisfied or not". Another respondent built on this idea as well and mentioned that:

> "We are not always asked how we are doing, or whether we need some sort of support. Of course, we do not expect every need to be met, but we would like to at least establish some sort of system on which we can report on our wants and needs and see some concrete results that work towards our satisfaction."

Instructors reported that their leaders only sometimes communicate mobility opportunities to them and their colleagues as the graph below demonstrates:

Figure 11.

Leadership and Sharing Mobility Opportunities.



According to the graph, 37% of the respondents reported that their leader sometimes communicates mobility opportunities to them while 25% reported that their leader doesn't communicates mobility opportunities to them at all. On the other hand, 24% reported that their leader communicates mobility opportunities most of the time. Only 3% reported that their leader always communicates mobility opportunities to them. 11% were unsure.

One of the respondents commented that: "I am not always informed about mobility opportunities, and I always find out about them after they are already taken. We need better communication with our administration so that we can all be informed at the same time". Another respondent reported that: "I am not sure if they [educational leaders] are aware of any mobility opportunities because these opportunities are mostly disseminated at the university level, and not at the school level".

When it comes to research opportunities, instructors reported that their leaders only sometimes communicate them transparently to them and their colleagues as the graph indicates below:

Figure 12.

Leadership and Sharing Research Opportunities.



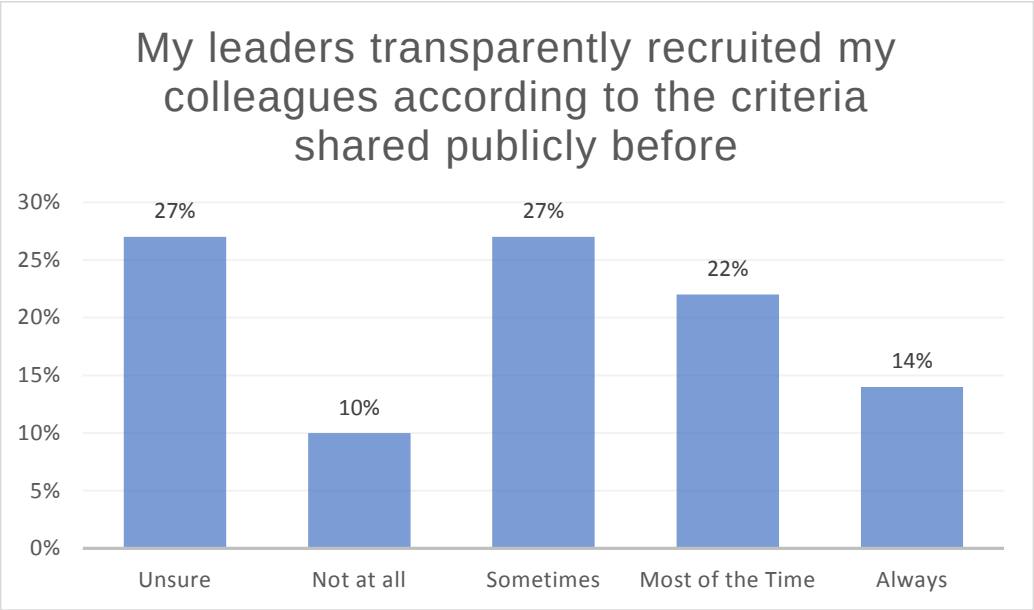
A close reading to the chart shows that 35% of the respondents reported that their leader communicates research opportunities transparently to them while 31% of them reported that their leaders do not communicate research opportunities transparently to them. On the other hand, 23% of the respondents reported that their leader communicates research opportunities transparently most of the time. 5% reported that their leader always communicates research opportunities transparently as 6% reported that they were unsure. One of the respondents reported that:

> "The administration does encourage conducting research, but there are hardly ever any financial incentives to help us out with certain research endeavors. This, of course, does not prevent us from conducting research, but it would be more helpful if there was some financial help from the university".

Instructors reported that their leader sometimes transparently recruited their colleagues according to the criteria shared publicly before as the graph demonstrates below:

Figure 13.

Leadership and Faculty Recruitment.

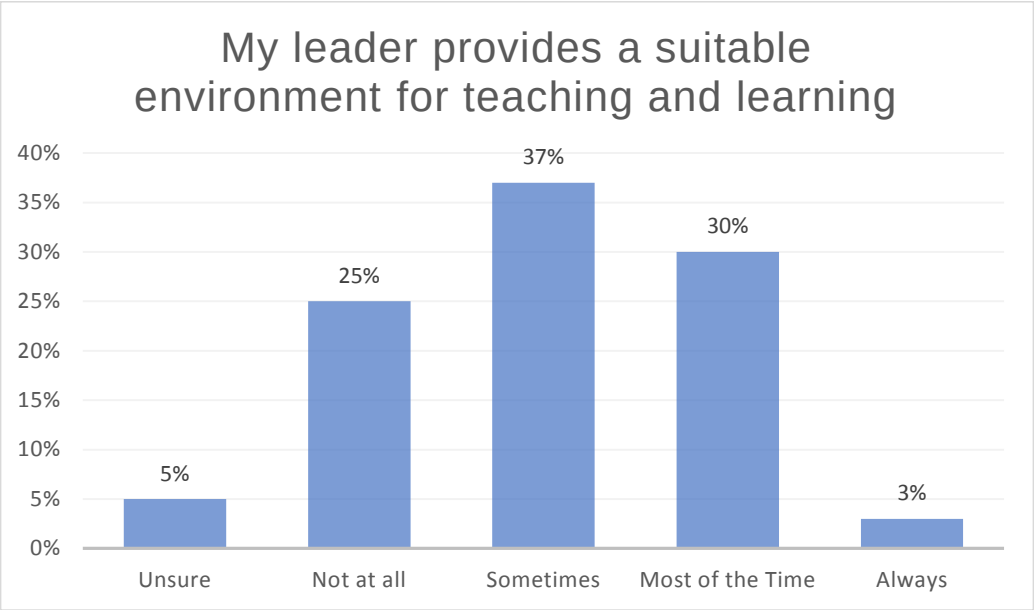


According to the graph, 27% of the respondents reported that they are unsure whether their leaders transparently recruit their colleagues according to the criteria publicly shared. Another 27% of the respondents reported that sometimes their leaders transparently recruit their colleagues. On the other hand, 22% of the respondents reported that their leaders transparently recruit their colleagues while only 14% reported that their leader always recruits their colleagues transparently according to the reported upon criteria. 10% reported that their colleagues were not at all recruited transparently. One of the respondents believed that: "I cannot say for sure if the hiring process happens transparently, but I do have faith in my colleagues. The conditions put forth are usually communicated on the website and they are very clear".

Instructors reported that their leaders only sometimes provide a suitable environment for teaching and learning as the graph below indicates:

Figure 14.

Leadership and the Learning and Teaching Environment.



A close inspection of the graph shows that 37% of the respondents reported that their leaders sometimes provide a suitable environment for teaching and learning. 30% of the respondents reported that their leaders provide a suitable environment for teaching and learning. While 25% of the respondents report that their leaders provide a suitable environment for teaching and learning, only 3% of the respondents reported that their leaders provide a suitable environment for teaching and learning. 5% reported that they were unsure. One of the respondents reported that:

> "Our leaders are not completely responsible for providing a suitable environment, this is a problem that goes beyond the leaders' jurisdiction. The university, the government, and state are the ones who need to rebuild the infrastructure of the university, and make it a suitable environment".

Another respondent also said that:

> "The school of letters and humanities has made a few renovations, and has built a few more buildings in the last ten years to accommodate the growing numbers of students, but it is not enough we also need more technology integrated classrooms, we need

better internet connection, and a few more adjustments so that we can call our school an institution that belongs in the 21st century".

Instructors reported that their leader only sometimes encouraged and rewarded conducting research as the graph below describes:

Figure 15.

Leadership and Conducting Research.



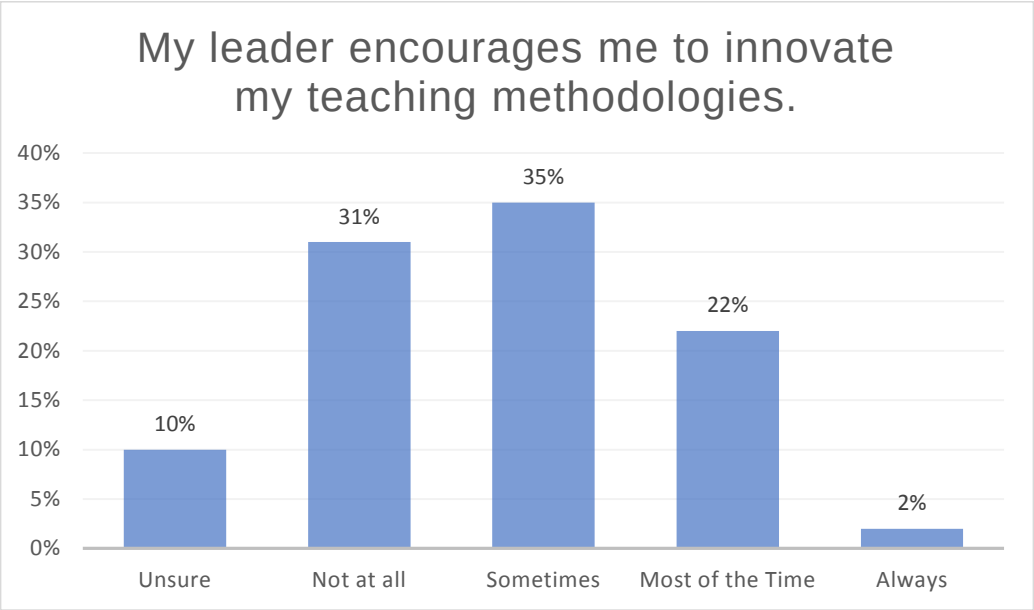
According to the graph, 45% believe that their leader encourages and rewards conducting research. On the other hand, 25% of the respondents believe that their leader does not encourage or reward conducting research at all while18% reported that they were unsure. Also, 7% believe that their leaders encourage and reward conducting research, and 5% of the respondents believe that their leader always encourages and rewards conducting research. 18% believe that they are unsure.

One of the respondents reported that: "Sometimes, our research lab directors hold meetings with us to encourage us to conduct research, but this aspect of our careers is mostly motivated intrinsically". Another respondent confirmed that: "Research is a challenging aspect of the job; however, I believe that we are encouraged to conduct research, but I wouldn't say that we are rewarded for it".

When it comes to innovating teaching methodologies, instructors reported that their leaders only sometimes them to innovate as the graph below shows:

Figure 16.

Leadership and Innovation Encouragement.



A close look at the graph shows that 35% of the respondents reported that their leader sometimes encourages innovation of teaching methodologies while 31% of the respondents reported that their leaders do not encourage instructors to innovate their teaching methodologies at all. Also, 22% of the respondents encourage them to innovate their teaching methodologies most of the time, and 2% report that their leaders always encourage them to innovate their teaching methodologies. 10% of the respondents are unsure.

One of the respondents said that:

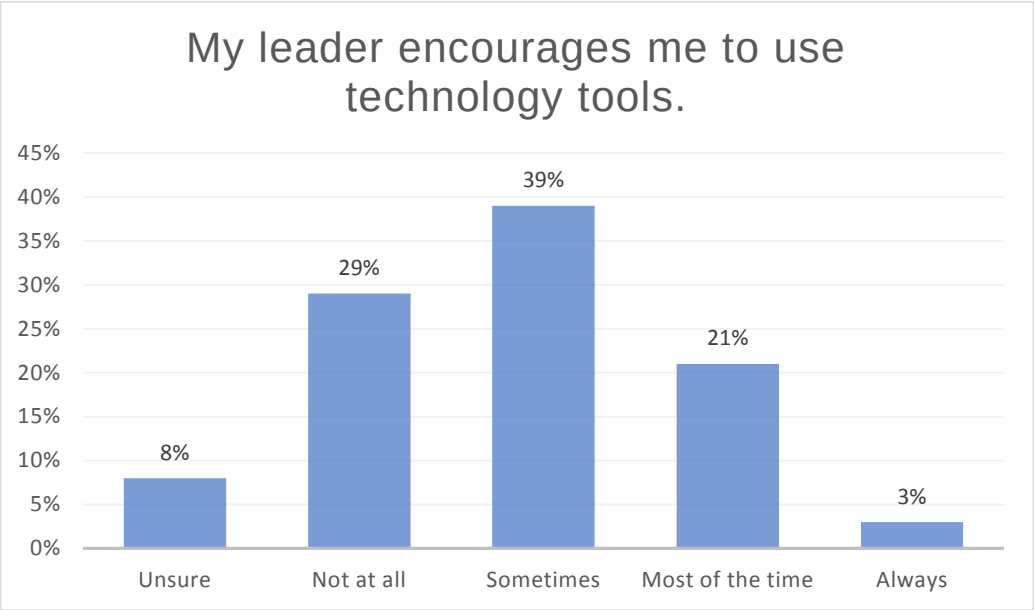
> "I wouldn't say that I am encouraged by our leaders to be more innovative, but I would want that encouragement to be more concrete. We need more training, and professional development opportunities to learn more about how we can improve our methodologies."

Another respondent mentioned that: "it is hard to innovate when the infrastructure and the whole system does not help provide an environment that does not foster innovation".

Instructors reported that their leader sometimes encourages them to use technology tools as the graph below indicates:

Figure 17.

Leadership and Technology Use.



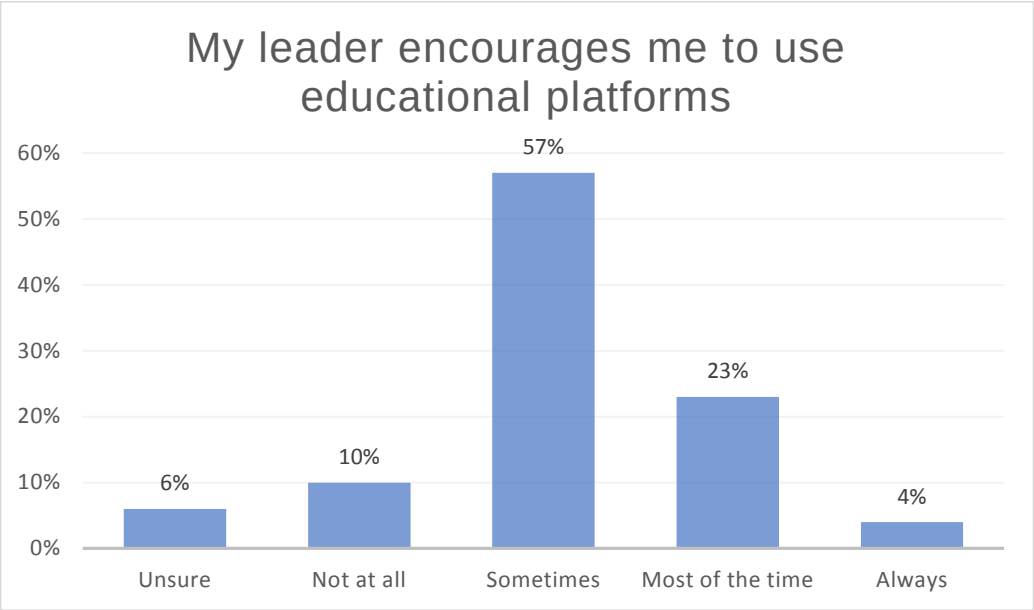
According to the graph, 39% of the respondents reported that their leader encourages them to use technology tools. Also, 29% of the respondents believe that their leader encourages them to use technology tools while 21% of them reported that they were encouraged to use technology tools most of the time. 3% of the respondents said that they are always encouraged to use technology tools, and 8% are unsure.

A respondent said that: “I use technology sometimes in my lecture, but I do not feel encouraged by leadership to do so. Since not all students do have technological resources, we stick to traditional resources of teaching”. Another respondent mentioned that: “It is hard to use technology in the classroom. Not all classrooms allow a data show or projector, so there is a big problem of accessibility and availability”.

Instructors reported that their leader only sometimes encourages them to use educational platforms as the graph below demonstrates:

Figure 18.

Leadership and Educational Platforms Use.



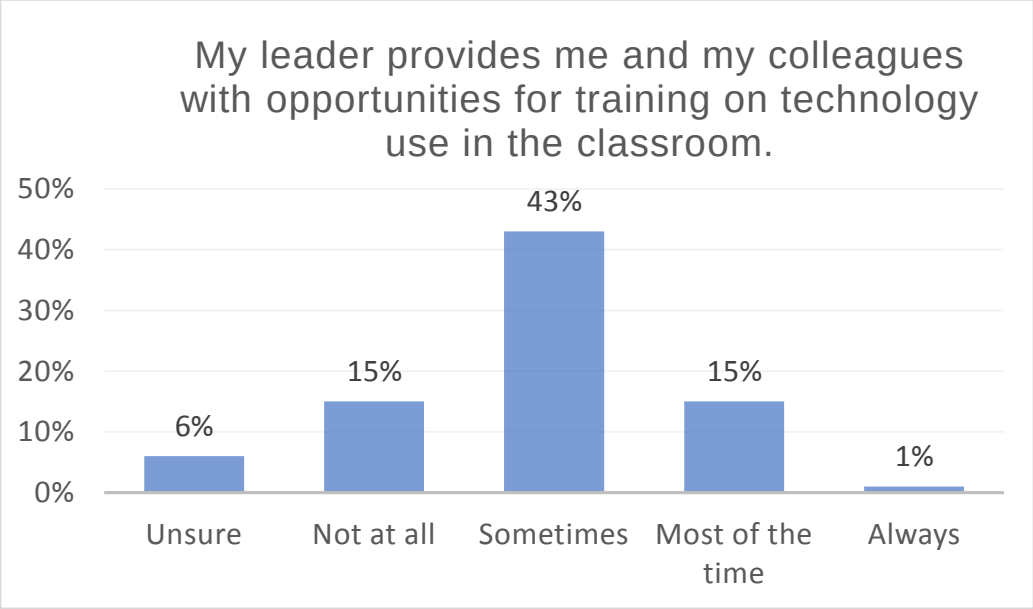
A close reading to the graph shows that 57% of the respondents reported that their leader sometimes encourages them to use educational platforms while 23% of them said that their leader encourages them to use educational platforms most of the time. Also, 10% of the respondents reported that their leader does not encourage them to use educational platform, and 4% of the respondents said that their leader always encourages them to use educational platforms. 6% of the respondents reported that they are unsure.

One of the respondents said that: "back in Covid-19 times, we were provided a platform [Moodle] to use for our classes, but once we went back to F2F instruction, we no longer needed those platforms". Another respondent said that: "I use different websites and mechanisms to share materials with my master students, but not necessarily an educational platform". Furthermore, another respondent reported that: "the institution does not offer any platforms or educational software to teach students".

When questioned about training and technology, instructors reported that their leaders only sometimes provide them with opportunities for training on technology use in the classroom as the graph below describes:

Figure 19.

Leadership and Technology Training Opportunities.



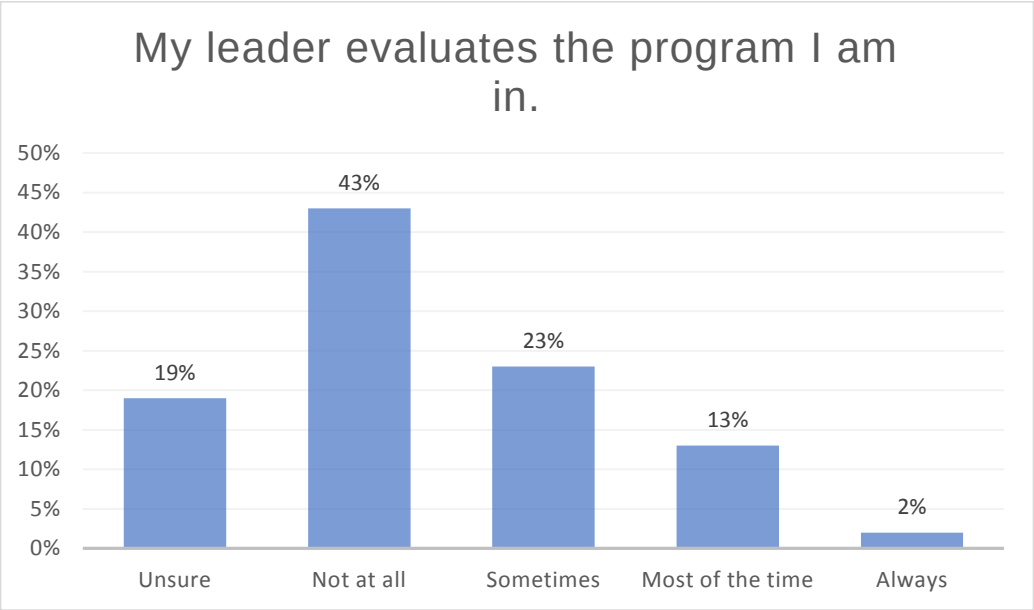
According to the graph, 43% of the respondents responded that their leader sometimes provides them with opportunities for training on technology use in the classroom while 15% of the respondents reported that their leader provides them with opportunities for training on technology use in the classroom. Another 15% of the respondents reported that their leader provides them with opportunities for training on technology use in the classroom. Also, 1% said they were always encouraged to use technology in the classroom while 6% reported that they are not sure.

A respondent reported that: “the institution does not offer many technology trainings”. Another respondent also emphasized this point by saying that: “the university offers some workshops and training from time to time, but they are mostly geared towards doctoral candidates, and Master students, never towards professors, so the university must commit to investing some resources.

When asked about program evaluation, instructors reported that their leaders do not evaluate their program at all as the graph below indicates:

Figure 20.

Leadership and Program Evaluation.

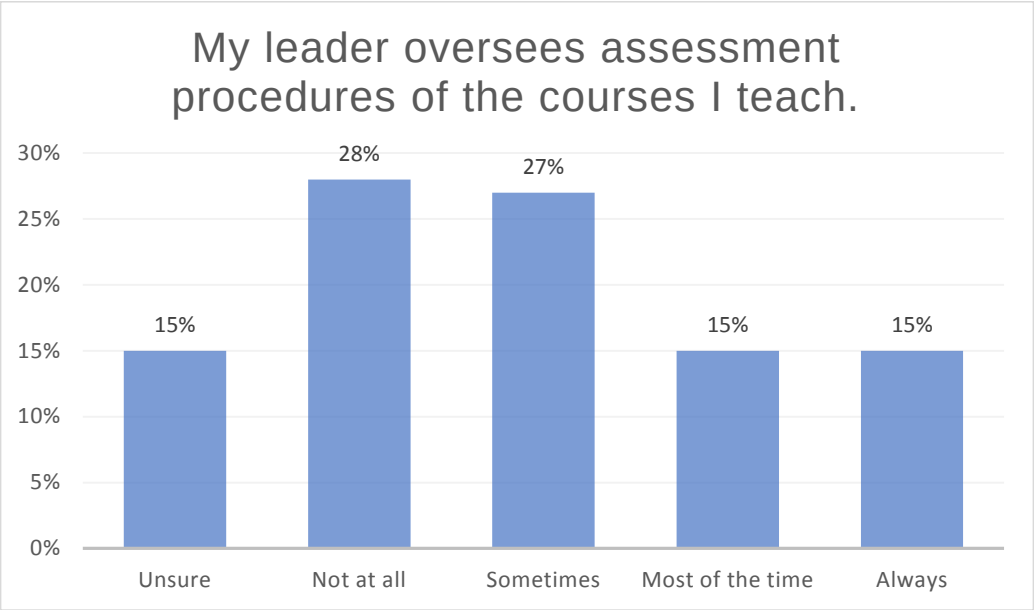


A close inspection of the graph shows that 43% of the respondents reported that their leader evaluated the program instructors belong to. On another note, 23% of the respondents reported that their leader sometimes evaluates the program while 19% of the respondents reported that they are unsure. Also, 13% of the respondents reported that their leader evaluates the program they are in most of the time. 2% reported that their leader always evaluates the program they are in.

Instructors reported that their leaders do not oversee assessment procedures of the courses they teach as the graph below shows:

Figure 21.

Leadership and Overseeing Assessment Procedures.

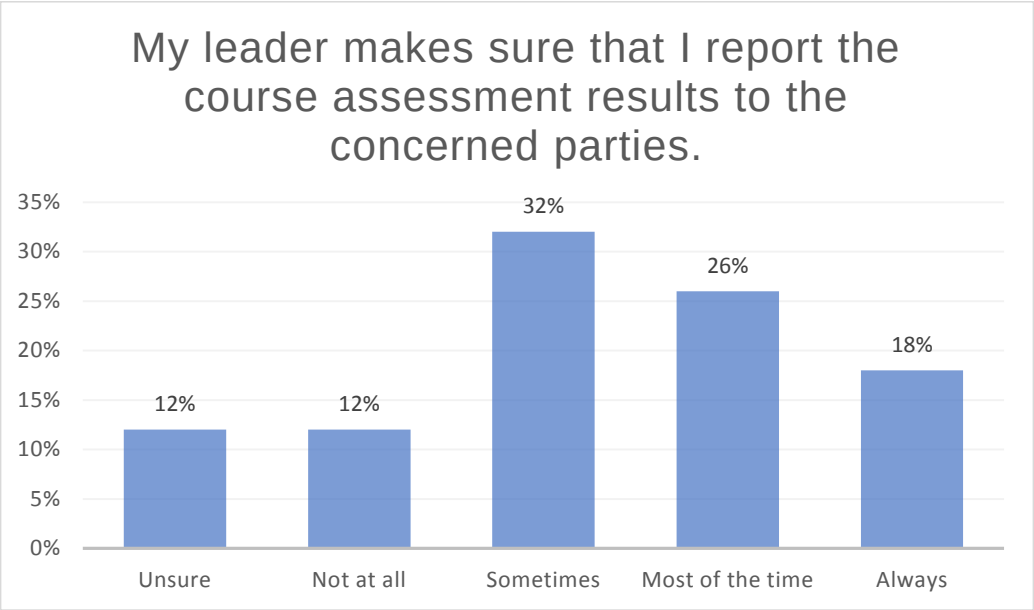


According to the graph, 28% of the respondents reported that their leader oversees assessment procedures of the courses they teach. Another 27% of the respondents reported that their leader oversees assessment procedures of the courses they teach while 15% of the respondents said that their leader always oversees the assessment procedures of the courses. Similarly, 15% of the respondents reported that their leader oversees assessment procedures most of the time, and another 15% said they were unsure. One of the respondents reported that: “I oversee the assessment procedures, and I construct them myself, our leaders help with the organization of the exam sessions mostly”.

Instructors reported that their leader only sometimes make sure that instructors report the course assessment results to the concerned parties as the graph below demonstrates:

Figure 22.

Leadership and Reporting Course Assessment Results.

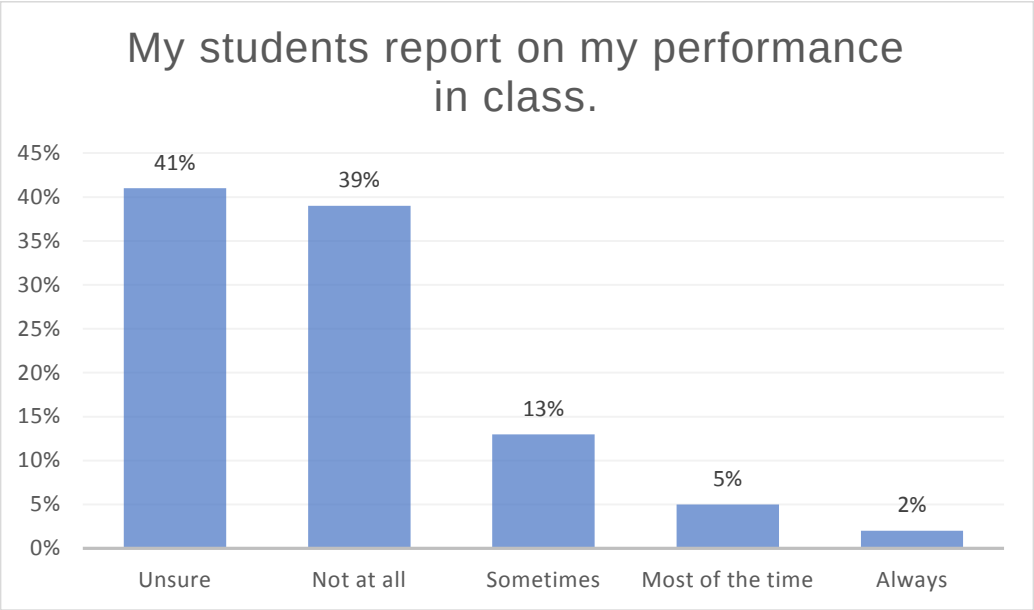


A close look at the graph shows that 32% of the respondents reported that their leader makes sure that instructors report course assessment results to the concerned parties. On the other hand, 26% of the respondents reported that their leader makes sure that instructors report assessment results most of the time. Also, 18% reported that their leaders always ensure that the assessment results are reported to the concerned parties. 12% of the respondents reported that their leaders do not make sure that the assessment results are reported at all, and another 12% reported that they are unsure. A respondent also mentioned that: “Other than reporting the grades to the students, it is important to report these grades to our leaders so that they can calculate success rates and measure student progression and achievement”.

When it comes to performing in class, instructors reported that they are unsure if their students report on their performance in class as the following chart describes:

Figure 23.

Students Reporting on Faculty Performance and Effectiveness.



According to the graph, 41% of the respondents reported that they are unsure whether their students report on their performance in class. On the other hand, 39% of the respondents reported that their students do not report at all on their performance in class. Also, 13% of the respondents reported that their students sometimes reported on their performance in class while 5% of the respondents said that their students reported on their performance, and 2% reported that their students always report on their performance.

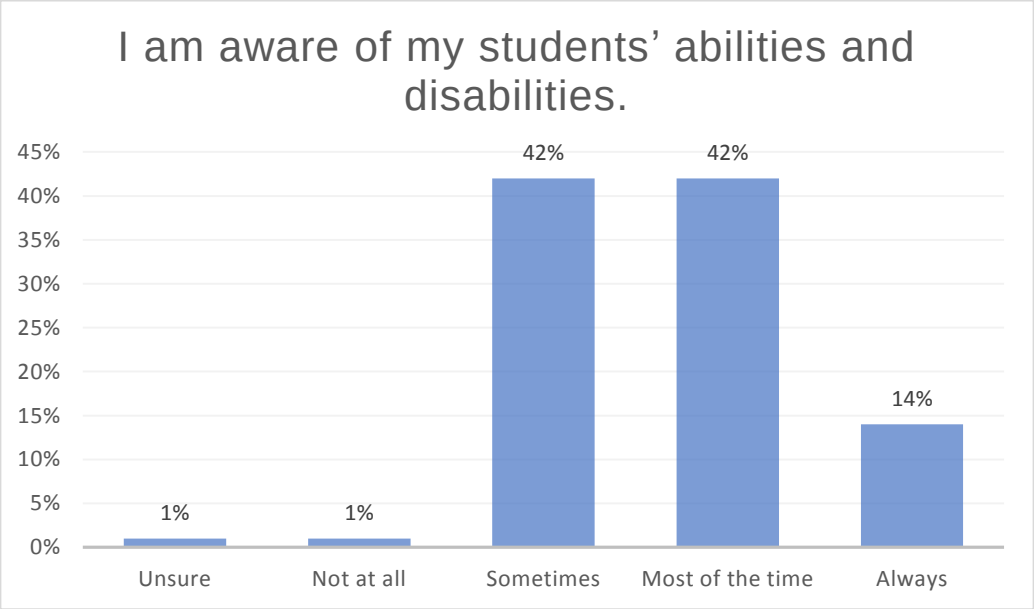
A respondent reported that: "I really don't know if my students report on my performance in class to the administration." Another respondent also explained that: "Unfortunately, students are not involved in the process of faculty evaluation. This concept of evaluating faculty based on student opinions and perceptions does not exist in Moroccan public universities." Another respondent mentioned that: "there is no system of evaluation that reports on the performance of instructors".

C. Backgrounds, Needs and Learning Preferences

Instructors reported that they are only sometimes aware of their students' abilities and disabilities as the graph below shows:

Figure 24.

Awareness of Students' Abilities or Disabilities.



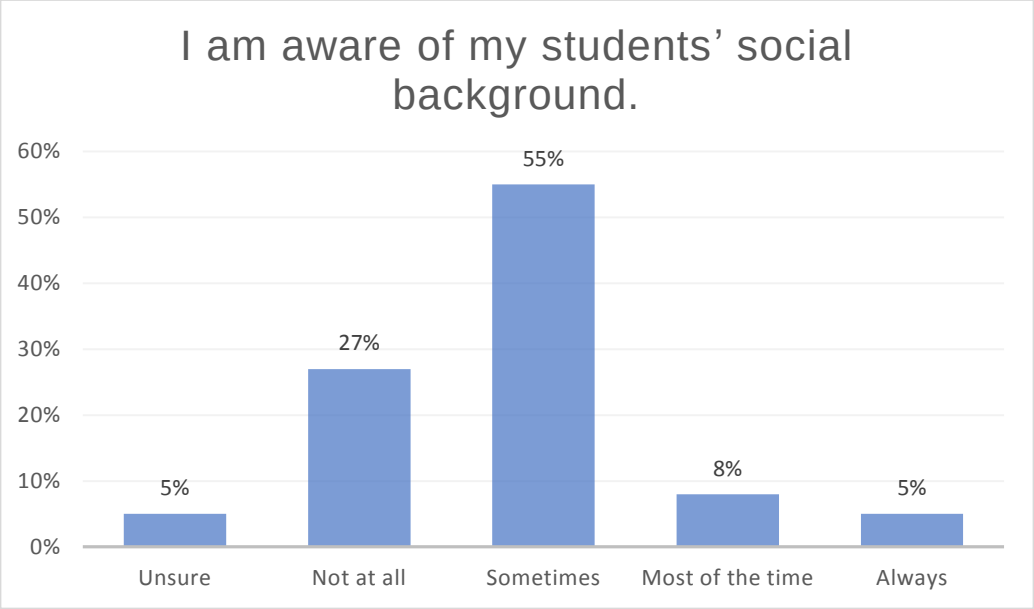
A close reading to the graph shows that 42% of the respondents reported that they are most of the times aware of their students' abilities and disabilities. Another 42% of the respondents reported that they are sometimes aware of the abilities and disabilities of their students. On the other hand, 14% of the respondents reported that they are aware of their students' abilities and disabilities. 1% of the respondents reported that they are aware of their students' abilities and disabilities, and another 1% said that they are not sure. One of the respondents reported that:

> "I had a student who was blind, and I had to talk to my leader about this particular case, and during exams, the student, with the help of another, was able to take their exam successfully. […] I am not aware of any support services that deal with disabled students".

When it comes to being aware of their students' social background, instructors reported that they are sometimes aware of them as the graph below describes:

Figure 25.

Awareness of Students' Social Backgrounds

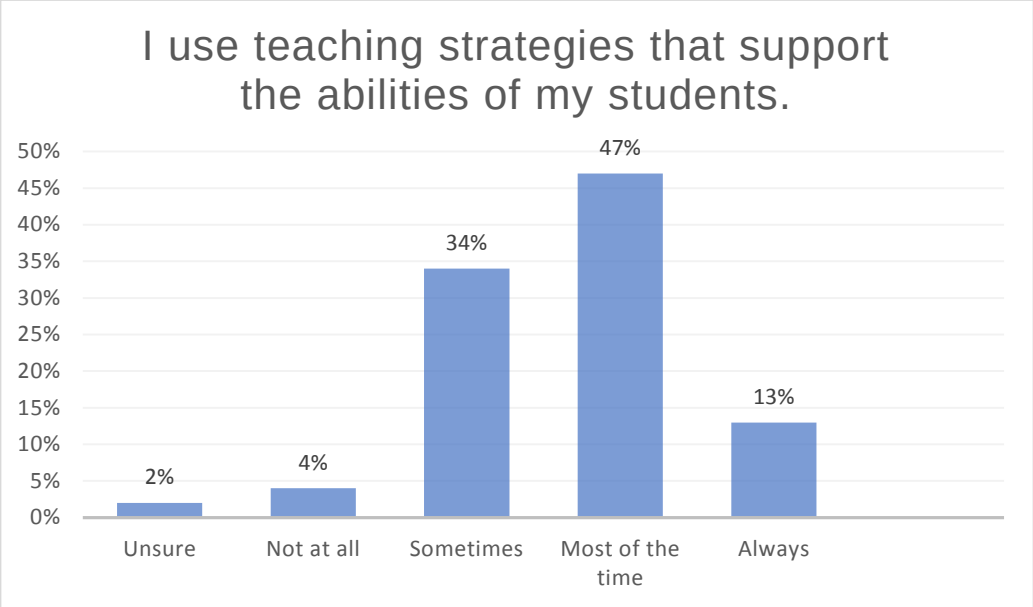


According to the graph, 55% of the respondents reported that they sometimes are aware of their students' social background, and 27% reported that they are not aware of their social background. On the other hand, 8% of the respondents said that they are aware of their students' social background most of the time, 5% said that they are always aware. Also, 5% of the respondents reported that they are unsure. One of the respondents mentioned that: "I am not always aware of where students come from. I know that they come from diverse social backgrounds, but I am not aware of each case specifically since I have very large classes".

Instructors reported that they use teaching strategies that support the abilities of their students most of the time as the graph below demonstrates:

Figure 26.

Teaching Strategies and their Compatibility with Student Abilities.



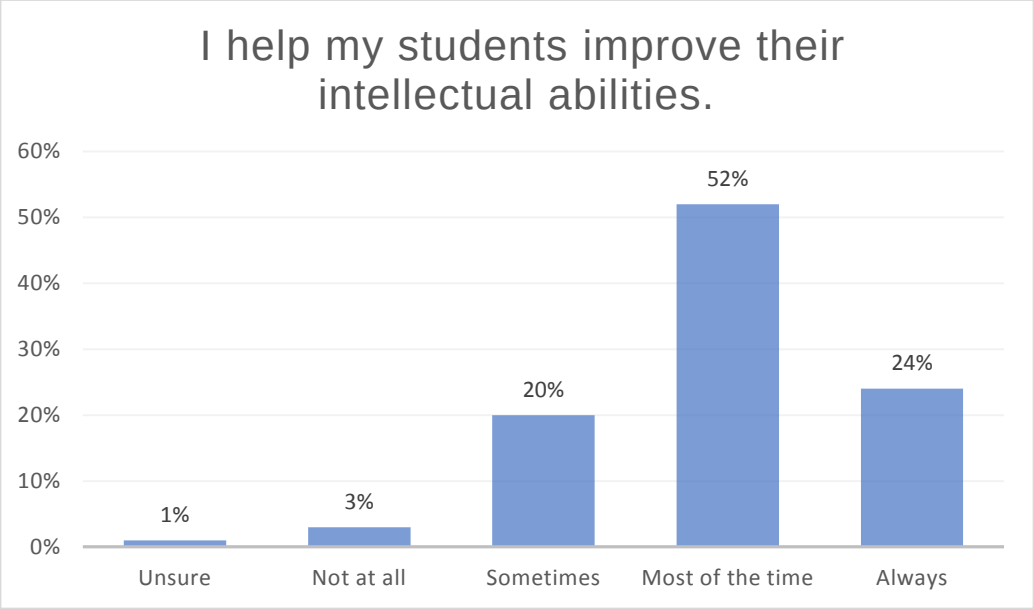
A close inspection of the chart shows that 47% of the respondents use teaching strategies that support the abilities of their students, and 34% of the respondents sometimes use such strategies. On another note, 13% of the respondents said that they always use strategies supportive of their students' abilities, and 4% of them reported that they do not use these strategies. 2% of the respondents reported that they are unsure.

One of the respondents mentioned that: "I am no longer interested in lecturing although it is a challenge not to with the large number of students per class, but I try to include task-based learning every now and then to keep students engaged." Another respondent reported that: "I can only diversify my teaching methodologies to fit the students' needs in the Master classes I teach because I am much more aware of my MA student needs".

Instructors also reported that they help their students improve their intellectual abilities most of the time as the graph below indicates:

Figure 27.

Improving Students' Intellectual Abilities.

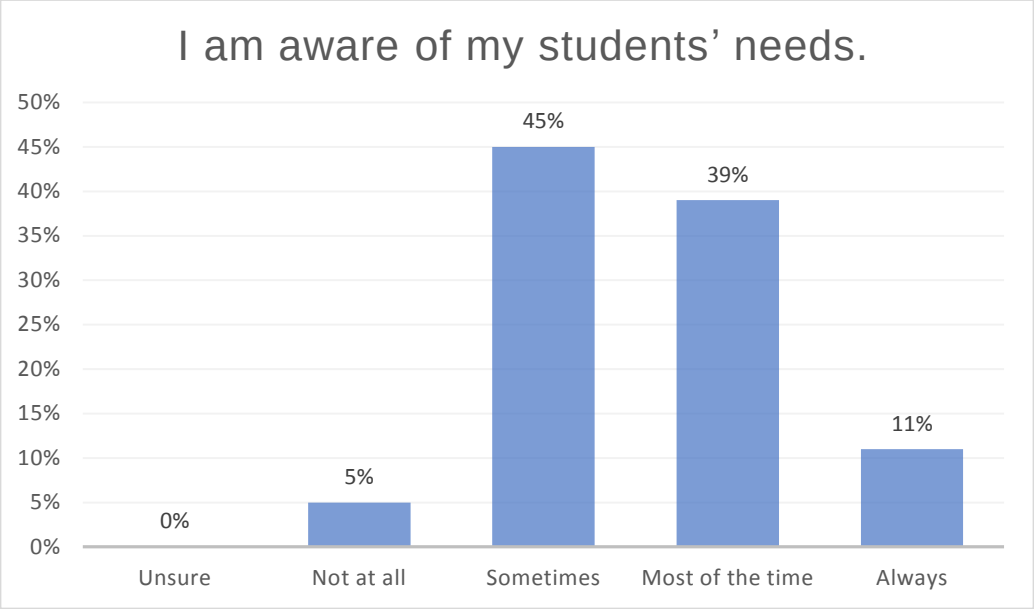


According to the graph, 52% of the respondents reported that they help their students improve their intellectual abilities while 24% reported that they always help them improve their intellectual abilities. On the other hand, 20% of the respondents said that they sometimes help their students improve their intellectual abilities. Also, 3% reported that they help their students improve their intellectual abilities, and 1% of the respondents said that they are unsure.

When it comes to their students' needs, instructors reported that they are only sometimes aware of them as the graph below describes:

Figure 28.

Awareness of Student Needs.

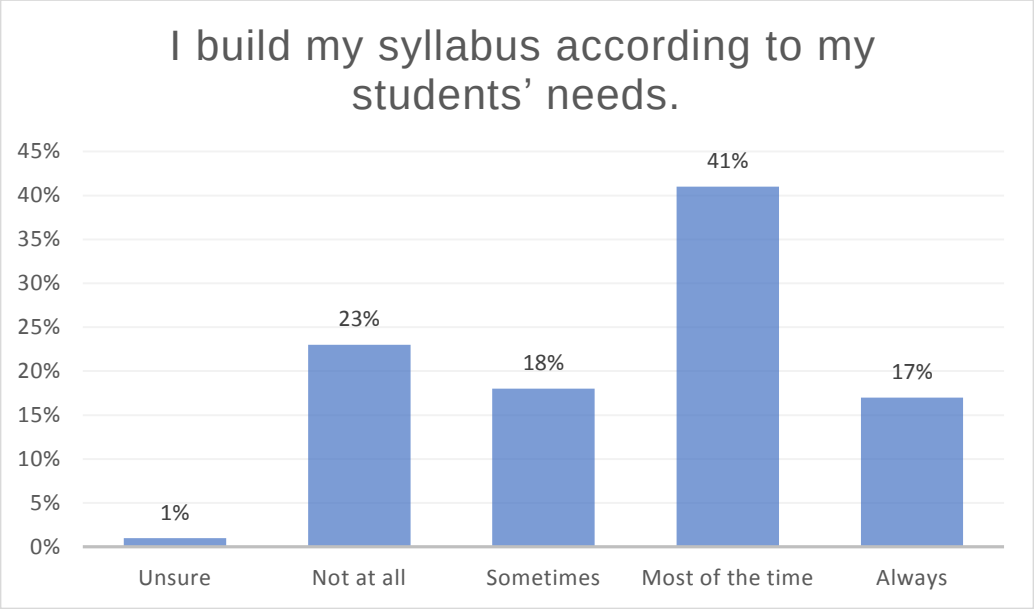


A close look at the graph shows that 45% of the respondents answered that they are sometimes aware of their students' needs. Additionally, 39% of the respondents reported that they are aware of their students' needs most of the time. Furthermore, 11% of the respondents said that they are always aware of those needs, and 5% agrees that they are not aware at all. Of such needs. Finally, 0% of the respondents are unsure.

Instructors reported that they build their syllabi according to their students' needs most of the time as the graph below demonstrates:

Figure 29.

Syllabi and Students' Needs.

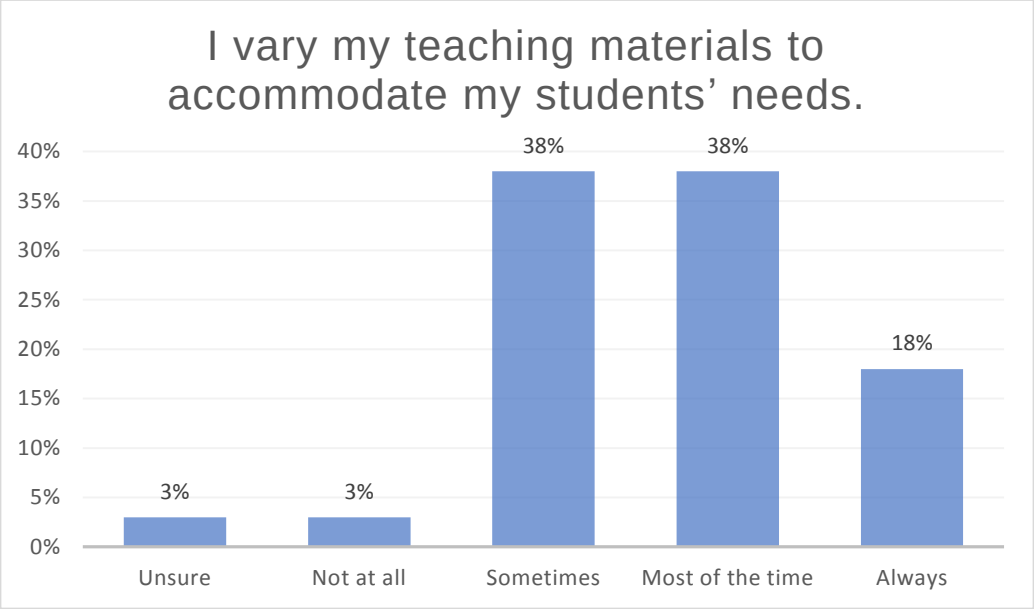


According to the graph, 41% of the respondents reported that they built their syllabus according to their students' needs. Moreover, 23% of the respondents said that they build their syllabus according to their students' needs, and 23% of the respondents said that they do not build their syllabus according to their students' needs. Also, 17% reported that they always build their syllabus according to my students' needs. 1% of the respondents reported that they are not sure. One of the respondents mentioned that: "I try to include syllabi elements that my students can relate, and I try to include components that they will need in the real world".

Instructors reported that they sometimes vary their teaching materials to accommodate their students' needs as the graph below shows:

Figure 30.

Teaching Materials Variation and Student Needs.



A close reading of the graph shows that 38% of the respondents sometimes vary their teaching materials to accommodate their students' needs. Similarly, 38% of the respondents also said that they vary their materials most of the time. Furthermore, 18% of the respondents believe that they always vary their materials according to their students' needs. On the other hand, 3% reported that they do not vary their materials at all, and another 3% said that they are not sure.

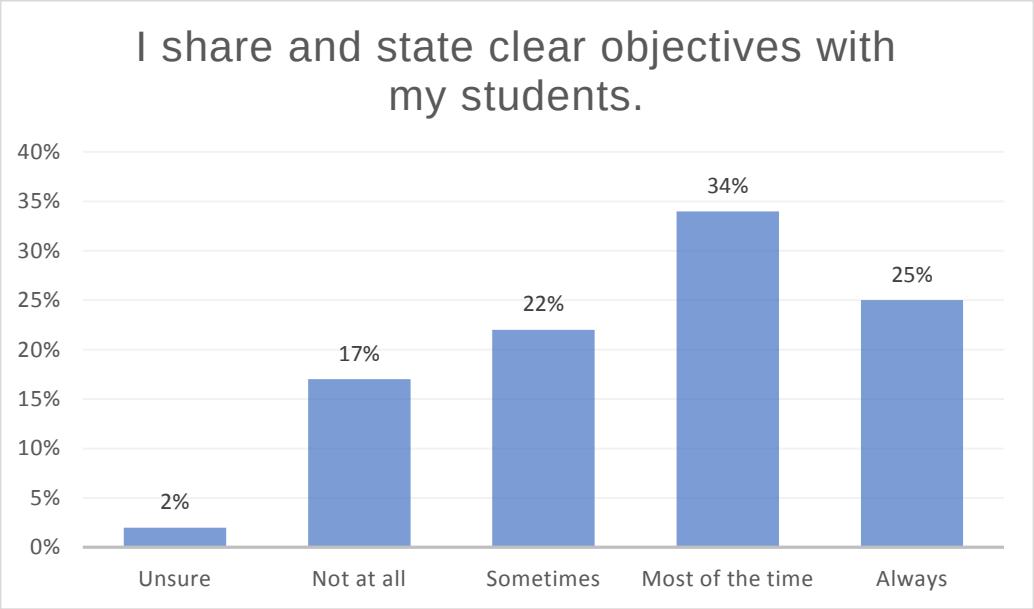
One of the respondents stated that: "I try to use a variety of ways to teach. Sometimes I use PowerPoint presentations, and other times I share articles or hand-outs with my students. This depends on what class I am teaching". Another respondent said that: "I want my MA students to develop their intellectual skills [mostly critical thinking], and I want them to ask questions and be more active in the learning process".

D. Demonstrating Knowledge of Teaching Strategies

Instructors reported that they share and state clear objectives with their students most of the time as the graph below demonstrates:

Figure 31.

Statement of Clear Objectives to Students.



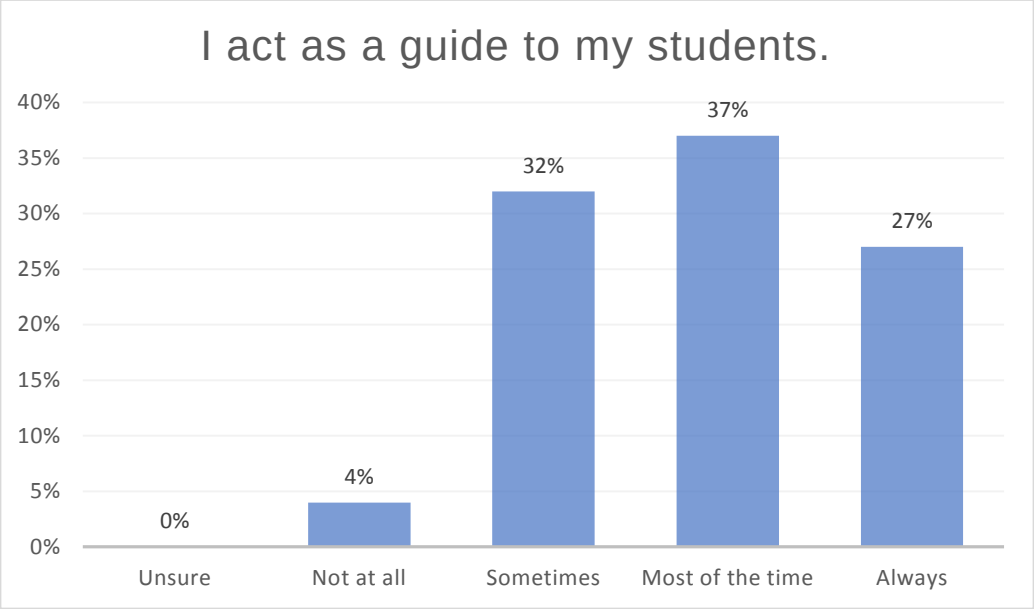
According to the graph, 34% of the respondents believe that they share and state clear objectives with their students. Another 25% reported that they always share and state clear objectives with their students. Also, 22% of the respondents believe that they only sometimes share and state clear objectives with their students. Additionally, 17% of the respondents also report that they do not share and state clear objectives with their students at all. Finally, 2% said that they were unsure.

One of the respondents stated that: “During the first sessions, if I have a course description, I try to share the objectives I expect them to achieve so that we are clear on what the course will be about”. Another respondent also reported that: “My students and I must be on the same page, so I try to clearly explain what I expected them to do during the semester”.

When it comes to acting as guides to their students, instructors reported that they do most of the time as the graph below indicates:

Figure 32.

Acting as Guides to Students.

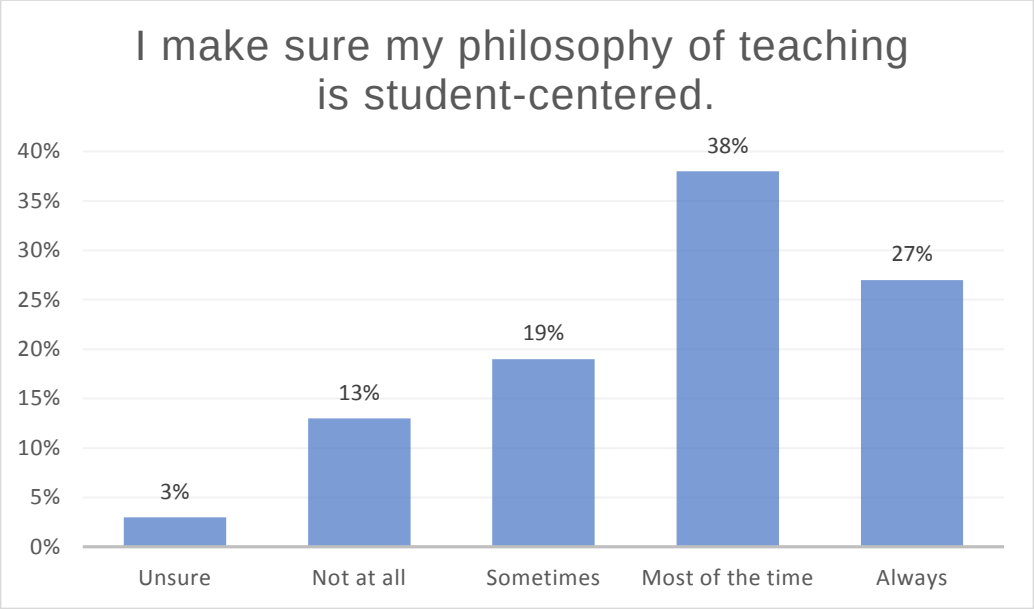


A close inspection of the graph shows that 37% of the respondents believe that they act as a guide to their students. Also, 32% of the respondents report that they act as guide to their students, and 27% of the respondents said that they always act as a guide to their students. Additionally, 4% of the respondents reported that they act as guides. Finally, 0% reported that they were not sure. One of the respondents reported that: “I do not always act as a guide to my students, but I do encourage my students to come forward with any problems they could have with their learning”.

Instructors reported that they make sure their philosophy of teaching is student-centered most of the time as the graph below describes:

Figure 33.

Philosophy of Teaching and Student-centeredness.



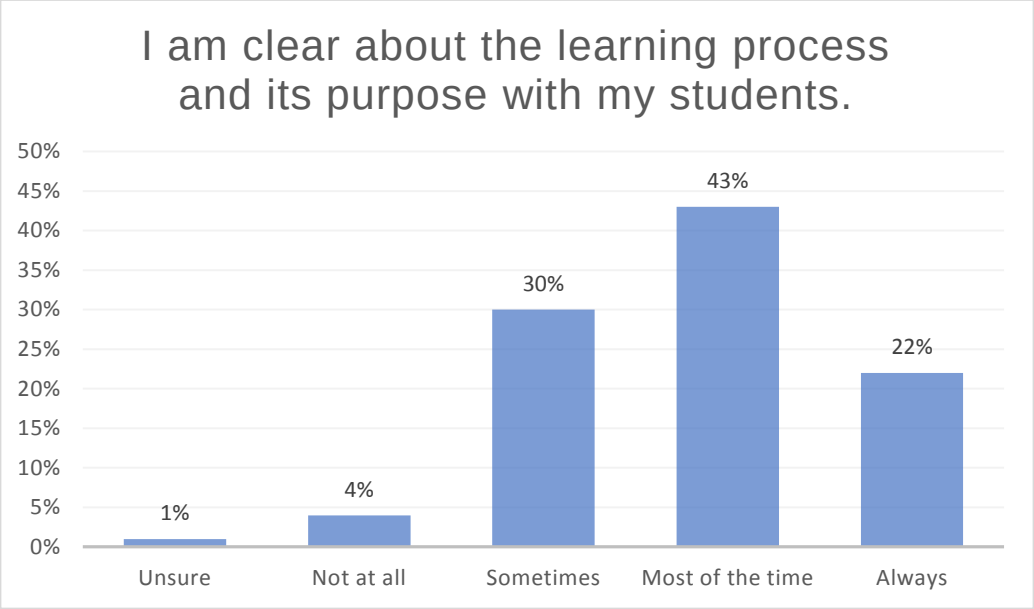
According to the graph, 38% of the respondents believe that they make sure that their philosophy of teaching is student-centered most of the time. Furthermore, 27% of the respondents always make sure that their philosophy of teaching is student-centered. Additionally, 19% of the respondents sometimes make sure their philosophy of teaching is student-centered. Also, 13% of the respondents said that they make sure their philosophy aligns with student-centeredness. 3% of the respondents reported that they are unsure.

One of the respondents shared that: "My teaching philosophy has to be student-centered, and serve students to accomplish the goals they set for themselves, but we must have more training to be able to promote learning-autonomy." Another respondent mentioned that: "how can we be student-centered? We do not have the proper infrastructure to nor the logistics to be more student-centered".

Instructors reported that they are clear about the learning process and its purpose with their students most of the time as the graph below shows:

Figure 34.

The Learning Process and its Purpose.



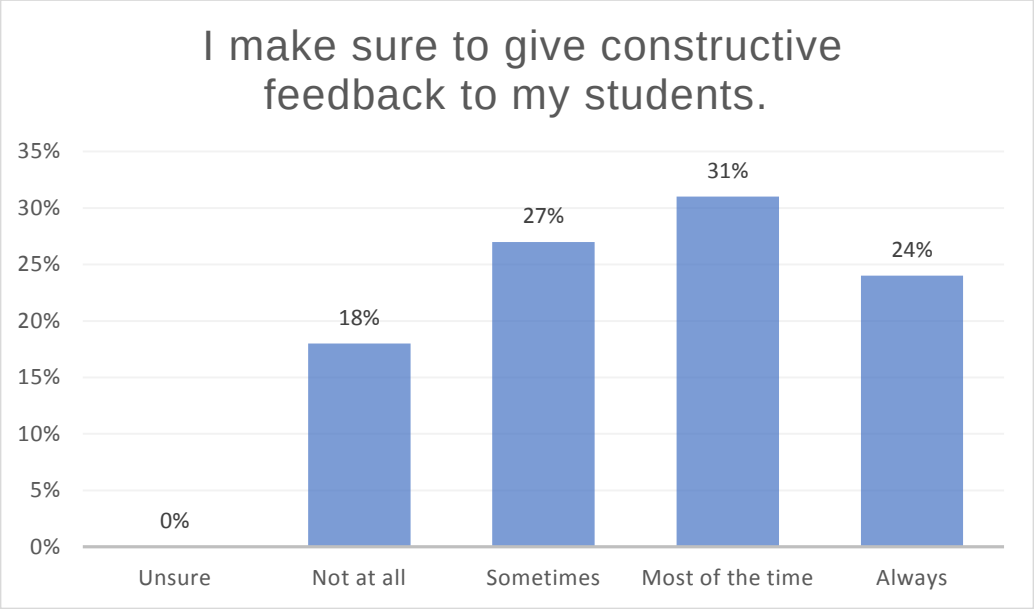
A close look at the graph shows that 43% of the respondents believe that they are clear about the learning process and its purpose with their students most of the time. Furthermore, 30% of the respondents answered that they are clear about the learning process and its purpose sometimes. Another 22% of the respondents said that they always are clear about the learning process and its purpose with their students. 4% of the respondents answered not at all, and 1% said that they were unsure.

One of the respondents confessed that: “I try to be as clear about my teaching as much as I can, but it can be quite difficult when we have so many other responsibilities and other teaching loads”. Another respondent mentioned that: “I normally lecture in my classes because I believe it is the only way I can deliver a heavy content course, and I feel more comfortable lecturing”.

For constructive feedback, instructors reported that they make sure to give it to their students most of the time as the graph below demonstrates:

Figure 35.

Constructive Feedback to Students.



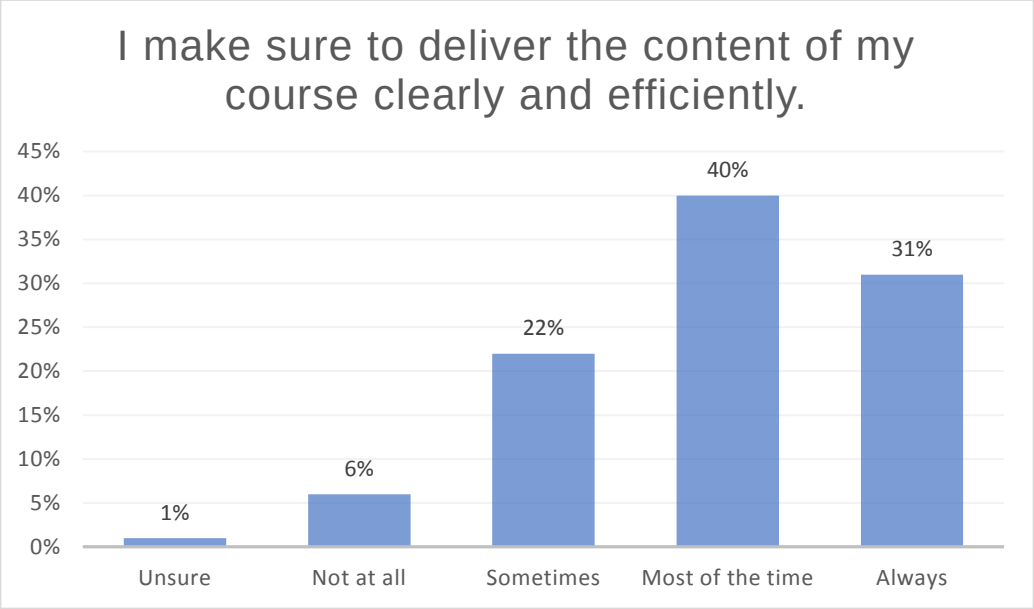
According to the graph, 31% of the respondents answered that they most of the time make sure to give constructive feedback to their students. Additionally, 27% of the respondents reported that they give constructive feedback sometimes, and 24% of the respondents answered that they always give constructive feedback to their students. Furthermore, 18% of the respondents reported that they do not give constructive feedback to their students, and 0% said that they were unsure.

One of the respondents reported that: “I try to give constructive feedback as much as I can, but it is hard to do so consistently since we do not give assignments to our students”. Another respondent mentioned that: “We have such large classrooms that we cannot give each students proper feedback”.

When it comes to content delivery, instructors reported that they make sure to deliver the content of their course clearly and efficiently as the graph below indicates:

Figure 36.

Efficient Course Delivery to Students.



A close reading of the graph shows that 40% of the respondents said that they make sure to deliver the content of their course clearly and efficiently. Another 31% of the respondents believed that they always make sure to deliver the content of their course clearly and efficiently, and 22% of the respondents sometimes make sure to deliver the content of the course clearly and efficiently. Furthermore, 6% of the respondents do not make sure to deliver the content of their course clearly and efficiently at all. 1% answered that they are not sure.

One of the respondents stated that: “I try to deliver the course to the best of my abilities, but I do not always have the time to deliver it as best as I would like to”. Another respondent reported that: “I would like to receive more training to conduct my classes better, preferably, by engaging in professional development opportunities provided to us by the university”.

Instructors reported that they do not use a variety of activities in their coursework during class time as the graph below describes:

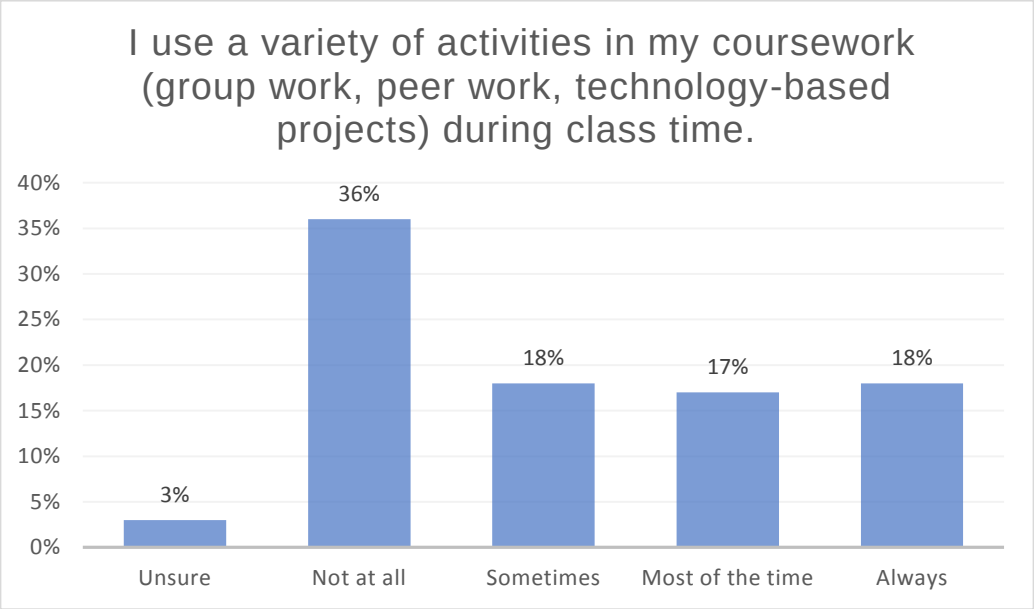


Figure 37. Varying Activities in the Coursework.

According to the graph, 36% of the respondents reported that they use a variety of activities in their coursework like group work, peer work, technology-based projects suring class time. Furthermore, 18% of the respondents always use a variety of activities in their coursework. Another 18% reported that they sometimes use a variety of activities in their coursework. Furthermore, 17% said that they do not use a variety of activities in their coursework. Finally, 3% reported that they are not sure.

One of the respondents stated that: “It is hard with all the constraints to diversify the teaching methodologies and integration patterns”. Another respondent mentioned that: “I feel that students sometimes want to be lectured, listen to what we have to say about the subject matter, and just take notes from the lecture”.

Instructors reported that they encourage students' engagement and participation most of the time as the graph below indicates:

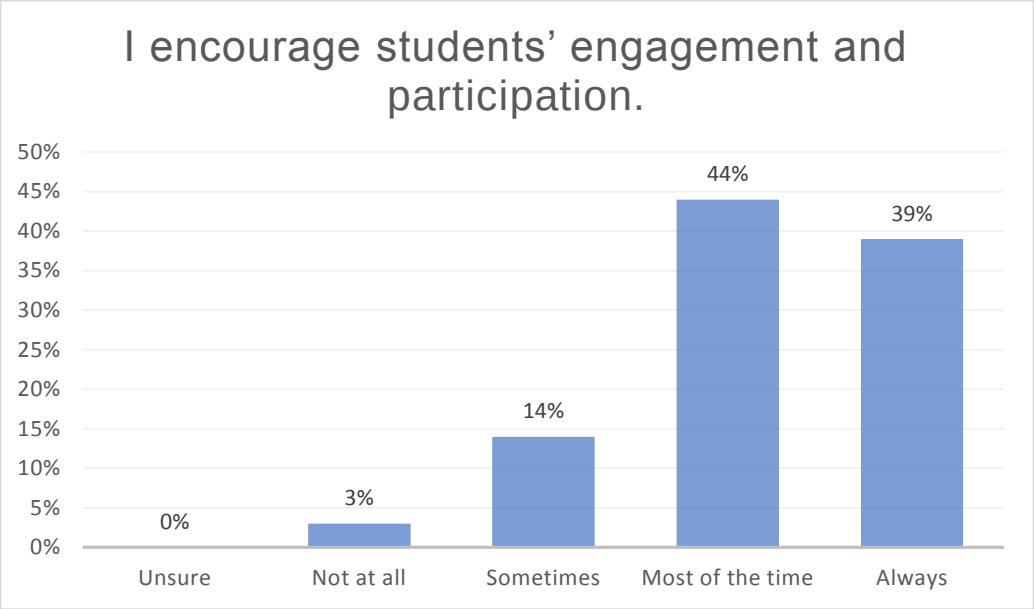


Figure 38. Students' Engagement and Participation.

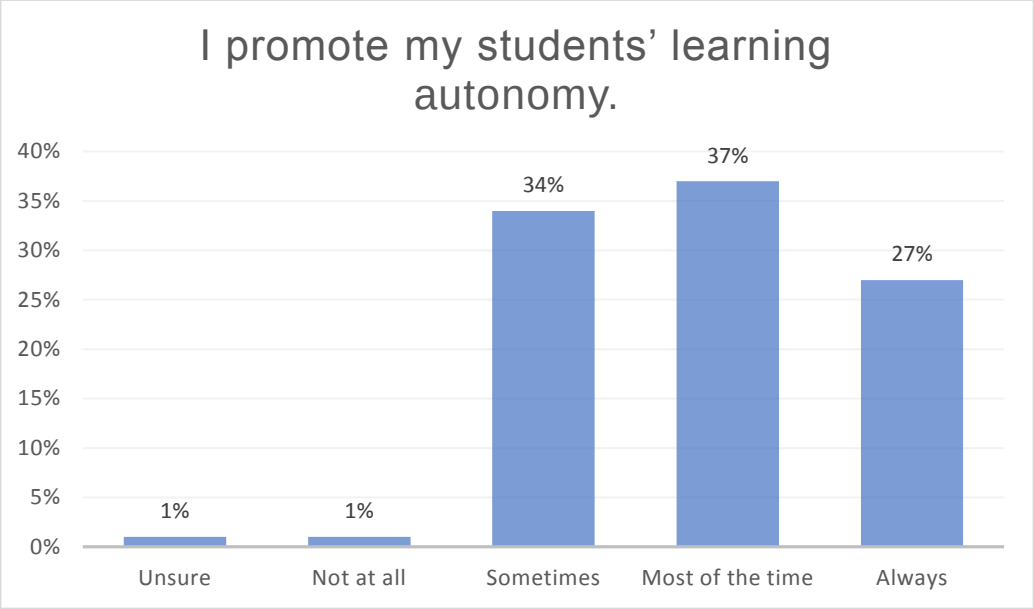
A close inspection of the graph shows that 44% of the respondents reported that they encourage student's engagement and participation most of the time. Furthermore, 39% said that they always encourage students' engagement and participation. Additionally, 14% of the respondents reported that they sometimes encourage student's engagement and participation. Also, 3% said that they do not encourage student's engagement and participation. 0% reported that they are not sure.

One of the respondents reported that: "It all depends on the students I am teaching. I can engage more with my MA students since they are a smaller group. I can also ask more questions and ask them to answer them". Another respondent mentioned: "if I wanted to engage every student I have in the class, I am not sure if I can finish what I need to cover in the semester."

When it comes to learning-autonomy, instructors reported that they promote it most of the time as the graph below shows:

Figure 39.

Students' Learning Autonomy.



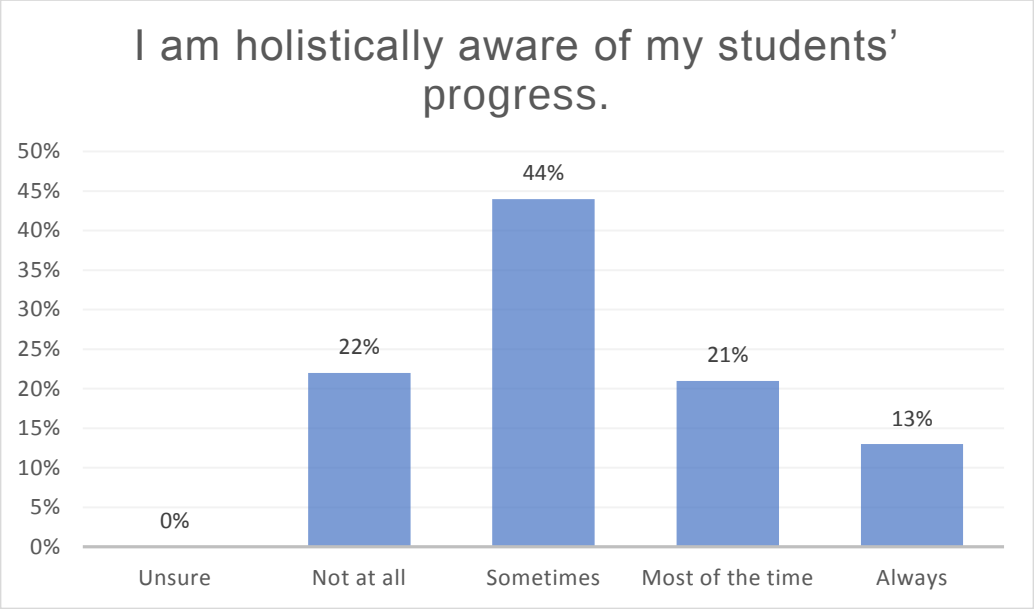
According to the graph, 37% of the respondents believe that they promote students' learning autonomy most of the time. Additionally, 34% of the respondents reported that they sometimes promote students' learning autonomy most of the time. Furthermore, 27% believed that they always promote students' learning autonomy. Finally, 1% of the respondents reported that they do not promote students' learning autonomy at all, and similarly 1% reported that they were unsure.

One of the respondents mentioned that: "we need training opportunities […] to develop professors' skills in promoting learner-autonomy and empower students to take charge of their own learning". Another respondent asserted that: "Because the huge number of students, I cannot help every student be more responsible for their learning, and this depends on the kind of students we get in every class and how they prefer to learn".

Instructors reported that they are sometimes holistically aware of their students' progress as the graph below describes:

Figure 40.

Awareness of Students' Progress.



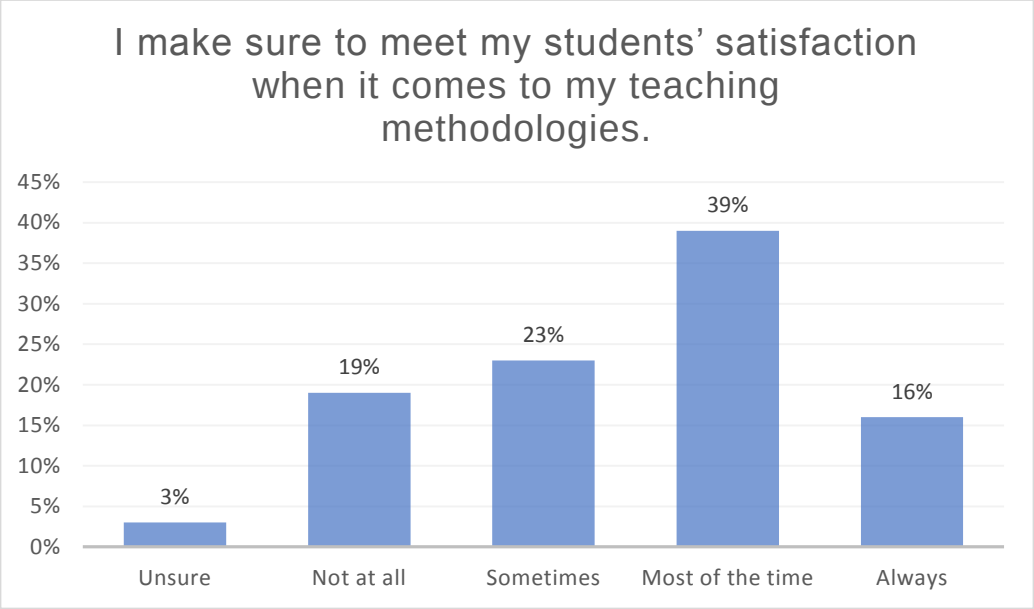
A close look at the graph shows that 44% of the respondents reported that they are holistically aware of their students' progress most of the time. Furthermore, 22% reported that they are not holistically aware of their students' progress. Also, 21% reported that they sometimes are holistically aware of their students' progress. Additionally, 13% believe that they are always holistically aware of their students' progress. Finally, 0% reported they were unsure.

One of the respondents mentioned that: "on average, I teach 3 classes per week or more, so it is very difficult to follow with each student and their progress". Another respondent also stated that: "it is hard to use formative assessment when we have large groups. Attendance is optional so you might have an idea about one's student's progress, but not the other."

Instructors reported that they most of the time make sure to meet their students' satisfaction when it comes to their teaching methodologies as the graph below demonstrates:

Figure 41.

Student Satisfaction and Teaching Methodologies.



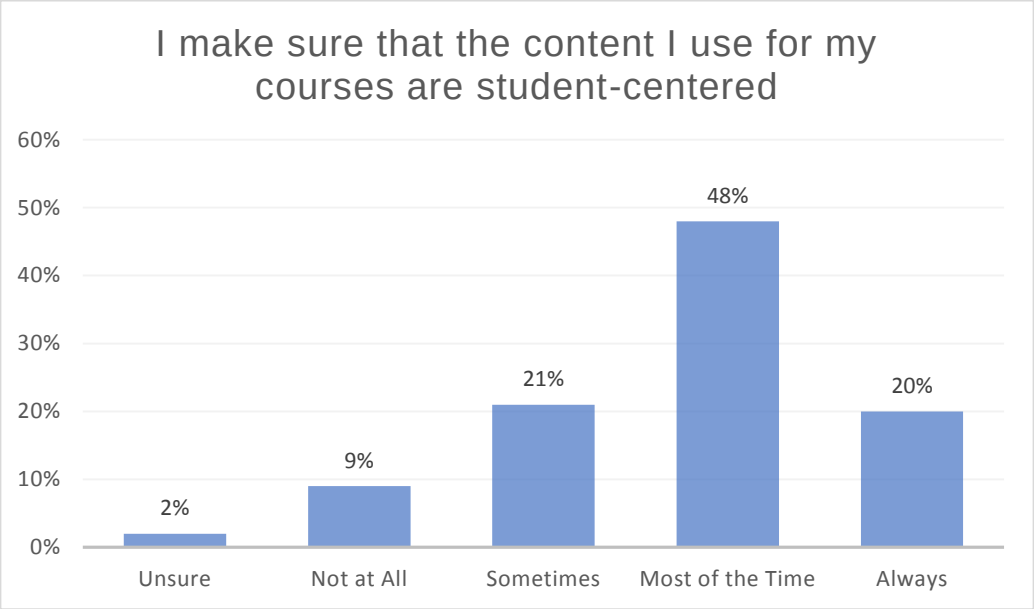
According to the graph, 39% of the respondents reported that they make sure to meet their students' satisfaction when it comes to their teaching methodologies most of the time. Additionally, 23% of the respondents reported that they sometimes make sure to meet their students' satisfaction when it comes to their teaching methodologies. Another 19% said that they do not make sure to meet their students' satisfaction when it comes to their teaching methodologies. Furthermore, 16% of the respondents answered that they always make sure to meet their students' satisfaction when it comes to their teaching methodologies. Finally, 3% said that they were unsure.

E. Demonstrating Knowledge of the Course Content

Instructors reported that they made sure that the content they use for their courses are student-centered most of the time as the graph below indicates:

Figure 42.

Student-centeredness and Course Content.

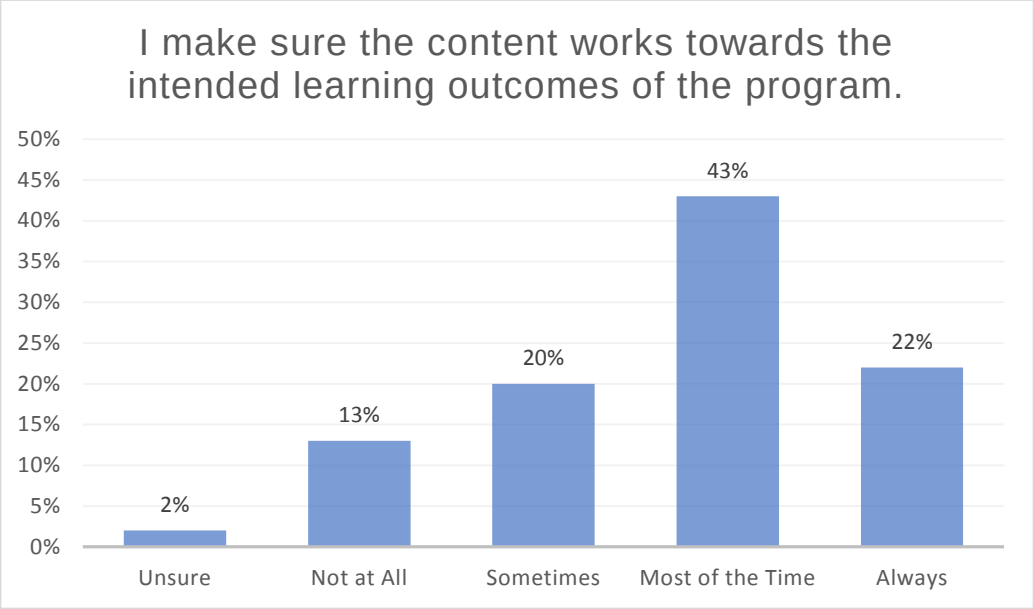


A close reading to the graph shows that 48% of the respondents believe that they make sure that the content they use for their courses are student-centered most of the time. Additionally, 21% of the respondents sometimes make sure that the content they use for their courses is student-centered. Another 20% of the respondents always make sure that the content they use for their courses is student-centered. Furthermore, 9% reported that make sure that the content they use for their courses is student-centered. Finally, 2% reported that they were unsure. One of the respondents mentioned that: “I can be more student-centered in my approach if my students are ready to be more responsible for their learning, and at times, whether they are undergraduate or graduate students makes all the difference”.

Instructors reported that they most of the time made sure their content works towards the intended learning outcomes of the program as the graph below demonstrates:

Figure 43.

Course Content and Intended Learning Outcomes of the Program.

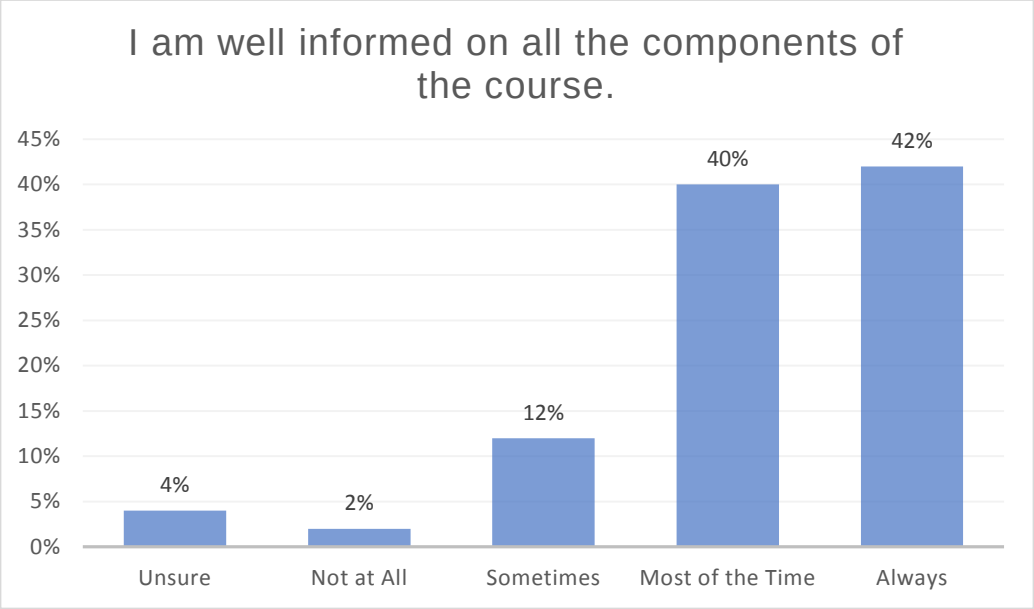


According to the graph, 43% of the respondents reported that they make sure that the content works towards the intended learning outcomes of the program most of the time. Futhermore, 22% of them said that the always make sure that they work towards intended learning outcomes. Another 20% of the respondents believe that they sometimes make sure to work towards the inteded learning outcomes of the program. Also, 13% of them make sure that they work towards the intended learning outcomes. Finally, 2% of the respondents said that they are not sure. One of the respondents reported that: “I have to respect the intended learning outcomes provided to us by the department and make sure it aligns with what other professors are doing since we want to standardise exams, and this leaves little room for student input”

Instructors also reported that they are always well-informed on all the components of the course as the graph below shows:

Figure 44.

Knowledge of the Components of the Course.



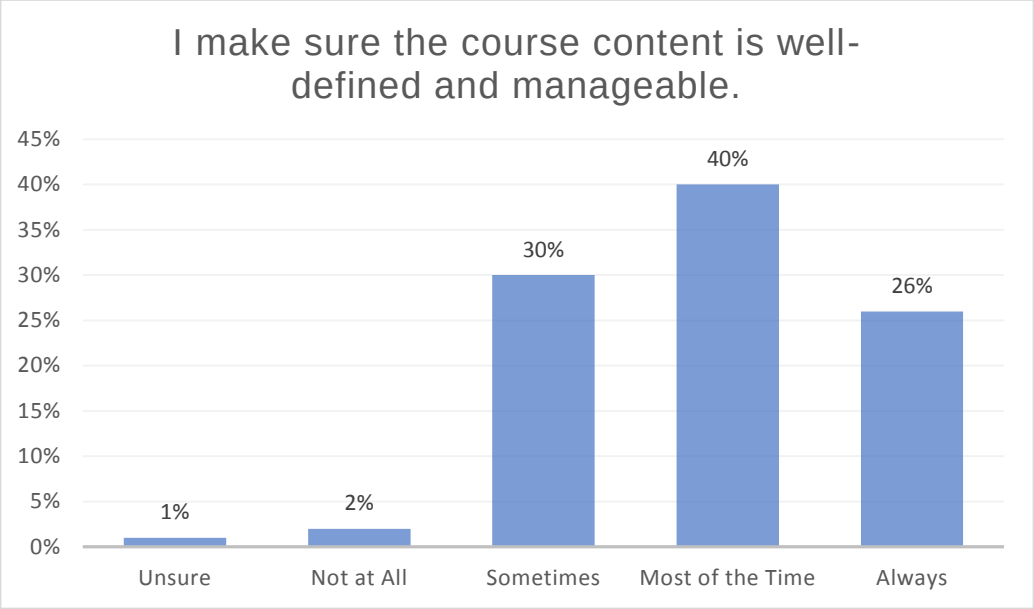
A close inspection of the graph shows that 42% of the respondents said that they are always well informed of the components of the course. Furthermore, 40% of them believe that they are well informed of the components most of the time. On the other hand, 12% of the respondents said that they are sometimes well informed about the components of the course. Also, 2% of the respondents said that they are not well informed of the components at all. Finally, 4% of the respondents said that are unsure.

One of the respondents asserted that: “as a faculty member, I need to always be updated on the latest research, so I can modify the content of the course to keep up with the latest research”. Another respondent exclaimed that: “Of course I must be well-informed of all components of my course since I have to be well prepared for any inquiry my students have!”

As the graph below describes, instructors reported that they make sure the content is well-defined and manageable most of the time:

Figure 45.

Definition and Manageability of the Course Content.



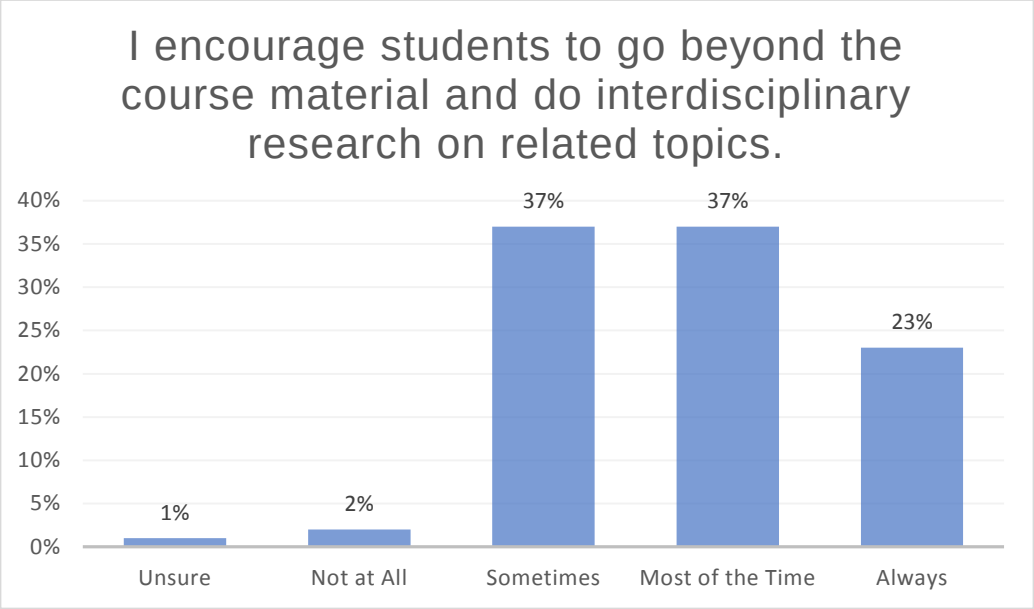
According to the graph, 40% of the respondents believe that they make sure the course content is well-defined and manageable most of the time. Furthermore, 30% reported that they sometimes make sure the course content is well-defined and manageable, and 26% of the respondents said that they always make sure that they always make sure that the course content is well-defined and manageable. Also, 2% responded that they so not make sure that the content is manageable and well-defined. Finally, 1% believe that they are unsure.

One of the respondents mentioned that: “I must make the content I teach organized in a way that is easy for students to understand”. Another respondent answered that: “the content I teach is very abstract, so I have to take this into consideration and make the content more manageable for the students”.

Instructors reported that they sometimes encourage students to go beyond the course material and do interdisciplinary research on related topics as the graph demonstrates:

Figure 46.

Students and Interdisciplinary Research.



A close look at the graph shows that 37% of the respondents sometimes encourage students to go beyond the course material and do interdisciplinary research on related topics. Another 37% of the respondents said that they encourage students to go beyond the course material and do interdisciplinary research on related topics most of the time. Furthermore, 23% of the respondents believe that they always encourage students to go beyond the course material and do interdisciplinary research. Finally, 2% of the respondents said that they do not encourage students to go beyond the course material and do interdisciplinary, and 1% reported they are unsure.

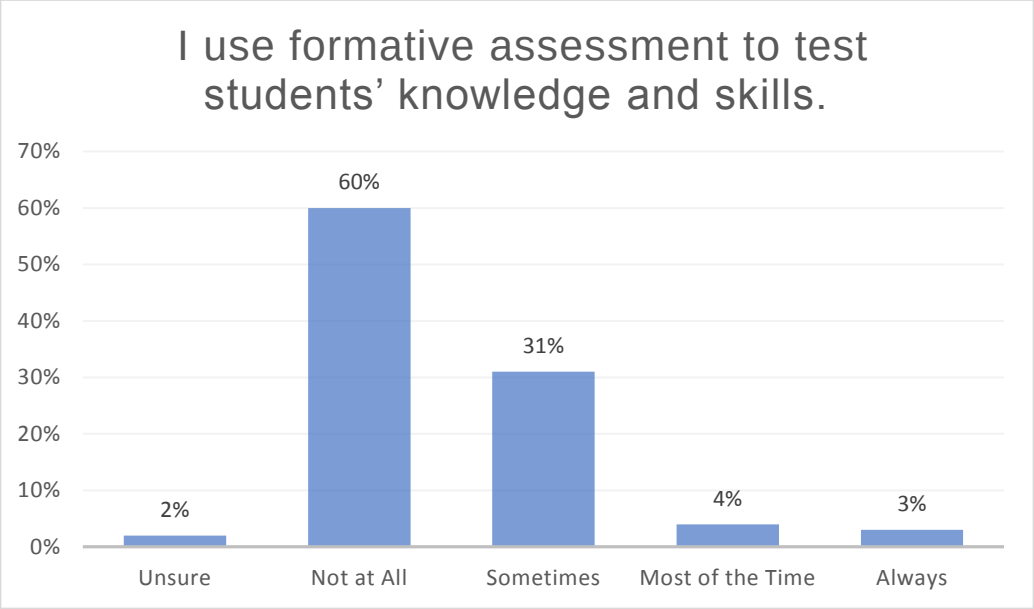
One of the respondents stated that:

> "I can only encourage interdisciplinary research if I can collaborate with other professors from other disciplines, and if I can invite other professors to give lectures in other disciplines, and doing this is very hard with the lack of resources and collaboration".

As the graph below shows, instructors reported that they do not use formative assessment to test students' knowledge and skills:

Figure 47.

The Use of Formative Assessment.



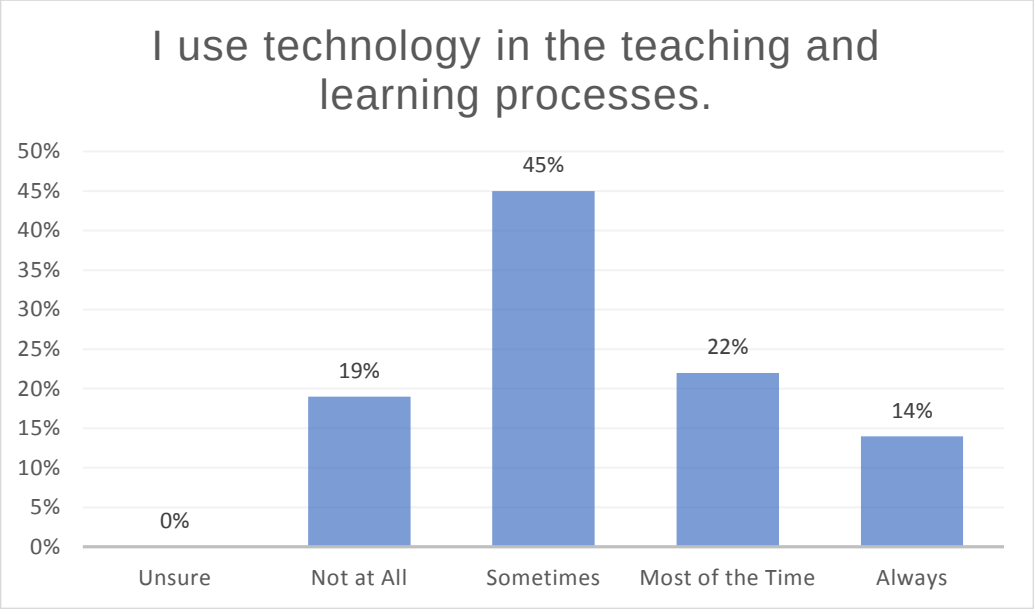
According to the graph, 60% of the respondents believe that they do not use formative assessment to test students' knowledge and skills. Furthermore, 31% of them said that they sometimes use formative assessment to test students' knowledge and skills. Also, 4% said that they use it most of the time. Finally, 3% of the respondents believe that they always use formative assessment to test students' knowledge and skills, 2% reported that they are not sure.

One of the respondents confirmed that: "We do not use formative assessments because we are only required to do summative assessment at the end of each semester". Another respondent said that: "In Moroccan higher education, there is no formative assessment, and instructors do not have enough time to do it." Another respondent also mentioned that: "the instructors do not have complete freedom when it comes to how we can assess students and what we can teach."

As the graph below indicates, instructors reported that they sometimes use technology in the teaching and learning process:

Figure 48.

The Use of Technology in the Classroom.



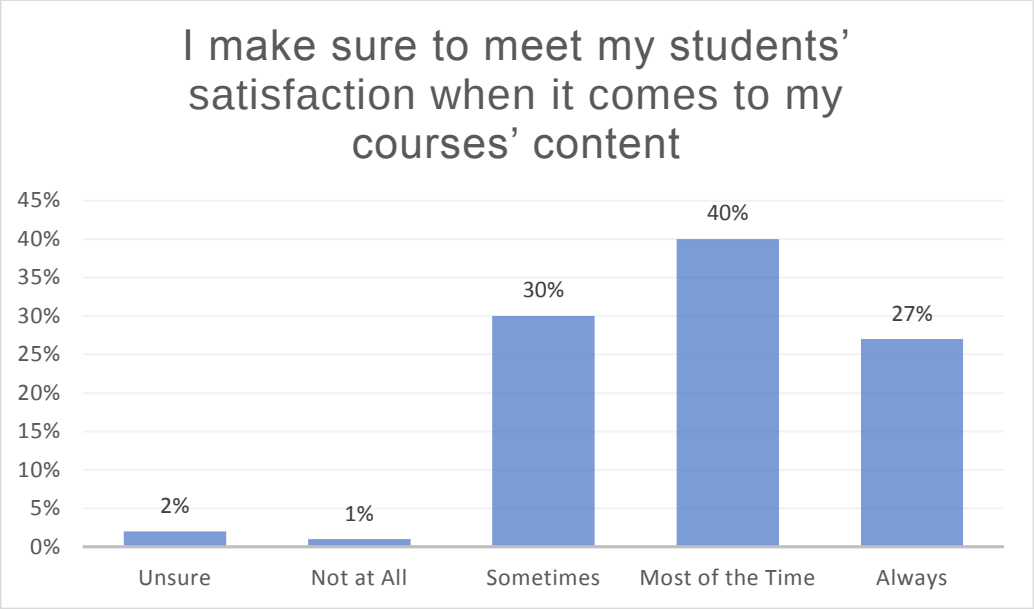
According to the graph, 45% of the respondents report that they sometimes use technology in the teaching and learning process. Furthermore, 22% of the respondents believe that they use technology in teaching and learning most of the time. Also, 19% of the respondents shared that they do not use technology in teaching and learning at all. Also, 14% of the respondents report that they always use technology in the teaching and the learning process. Finally, none of the respondents said that they are unsure.

One of the respondents mentioned that: “Using technology in my classes is almost impossible unless I would be using very basic ICT tools such as PowerPoint slides”. Another respondent mentioned that: “I do not really feel the need to use technology all the time because the lectures I use do not necessitate technology use”. Another respondent also said that: “the university does not help us in using technological educational tools because the infrastructure is very old and cannot sustain using technology”.

Instructors reported that they make sure to meet their students' satisfaction most of the time when it comes to their courses' content as the graph below indicates:

Figure 51.

Students' Satisfaction in Courses' Content.



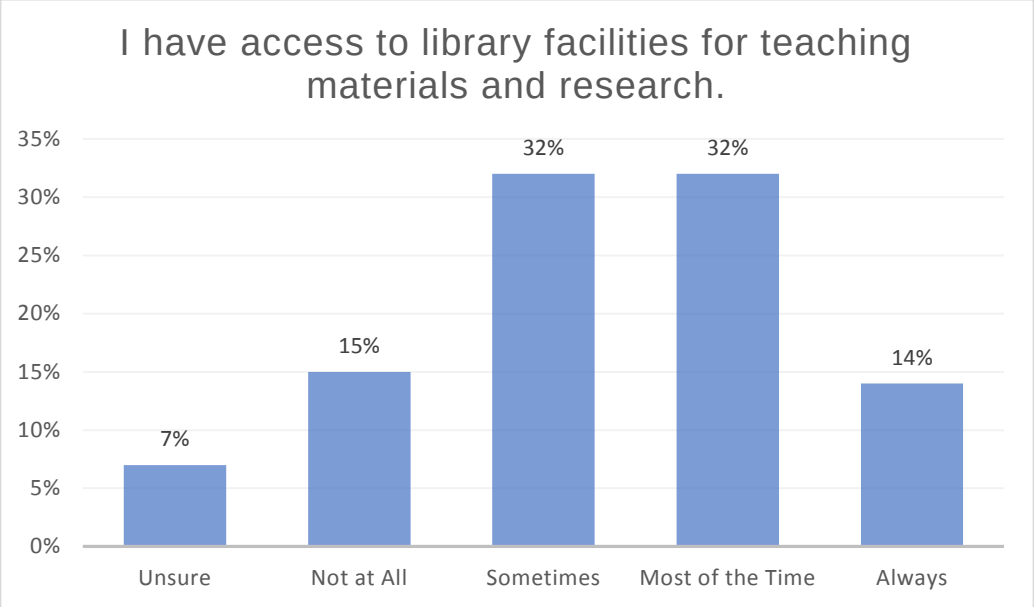
A close look at the graph shows that 40% of the respondents make sure to meet their students' satisfaction when it comes to their course's content most of the time. Furthermore, 30% of them believe that they sometimes make sure to meet their students' satisfaction when it comes to their course's content. Also, 27% of them reported that they always make sure to meet their students' satisfaction when it comes to their course's content. Finally, 2% of the respondents said that they do not make sure to meet their students' satisfaction when it comes to their course's content, and 1% said that they are unsure.

E. Research, Innovation and Facilities

When it comes library access, instructors reported that they sometimes have access to library facilities for teaching materials and research as the graph below describes:

Figure 52.

Instructors' Access Teaching Materials and Research in the Library.



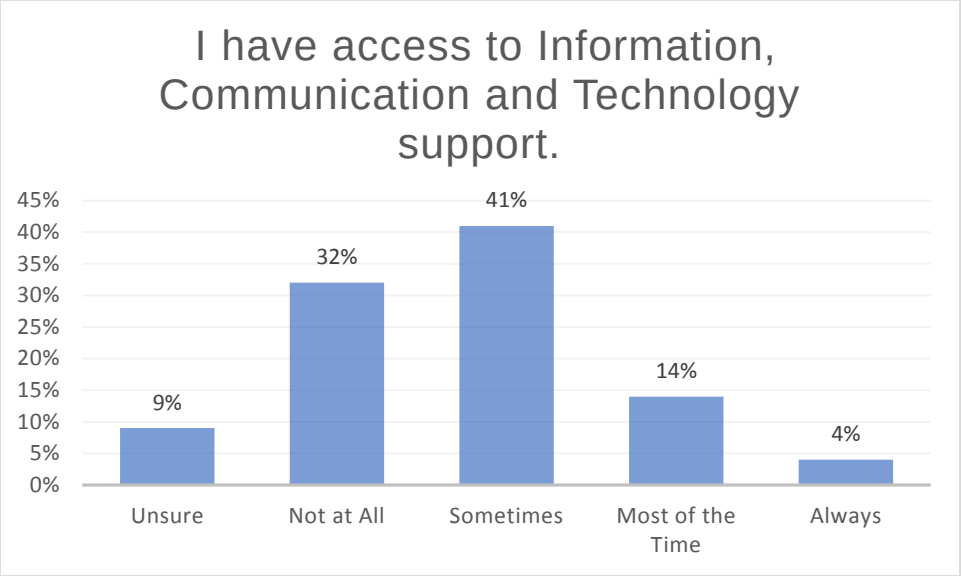
According to the graph, 32% of the respondents believe that they sometimes have access to library facilities for teaching materials and research. Another 32% of the respondents said that they have access to the library most of the time for teaching materials and research. Also, 15% of the respondents believe that they do not have access to library facilities for teaching materials and research. Finally, 14% of the respondents said that they always have access to the library for materials and research. Finally, 7% reported that they are unsure.

One of the respondents stated that: "I do not feel the need to visit the library for any resources since everything is digitalized, and I can find what I need on the internet". Another respondent also mentioned that: "There is no library for instructors to use." Furthermore, another respondent asserted that: "I do not really need any other materials since I already have all the materials I need for my classes. if I have to do more research on the subject matter, I mostly use the internet".

As the graph below demonstrates, instructors reported that they sometimes access to information, Communication and Technology support:

Figure 53.

Instructors' Access to ICT Support.

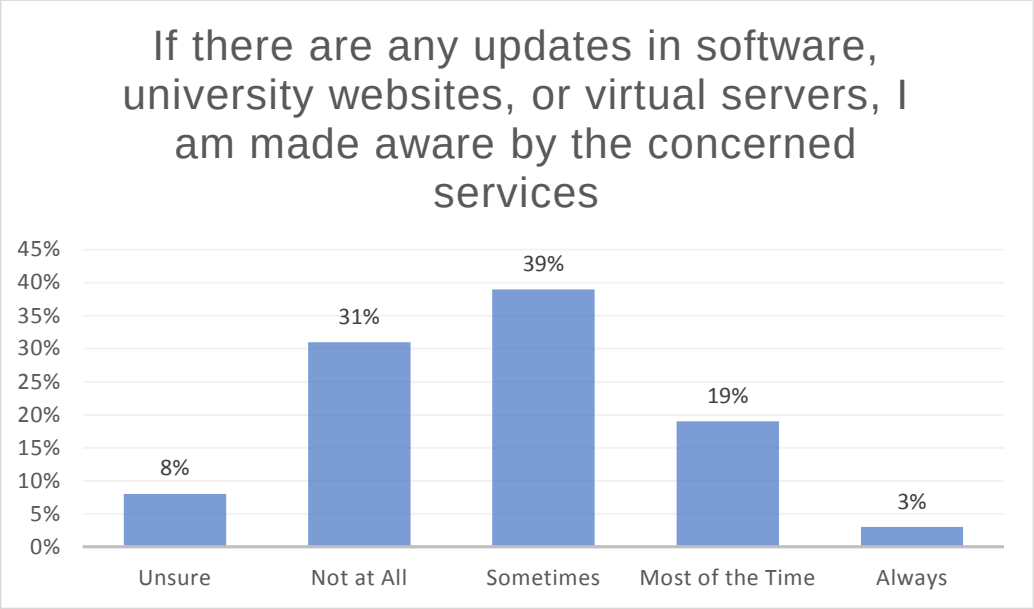


A close reading of the graph shows that 41% of the respondents reported that they sometimes have access to Information, Communication and Technology support. Also, 32% of them reported that they do not have access to ICT support at all. Furthermore, 14% of the respondents believe that they have access to ICT support most of the time while only 4% said that they always have access to such support. Finally, 9% of the respondents reported that they are unsure. One of the respondents mentioned that: "In my university, there is no ICT Support."

If there are any updates in software, university websites, or virtual servers, instructors reported that they are made aware by the concerned services as the graph below shows:

Figure 54.

Instructors' Awareness of all Updates in Technological Infrastructure.

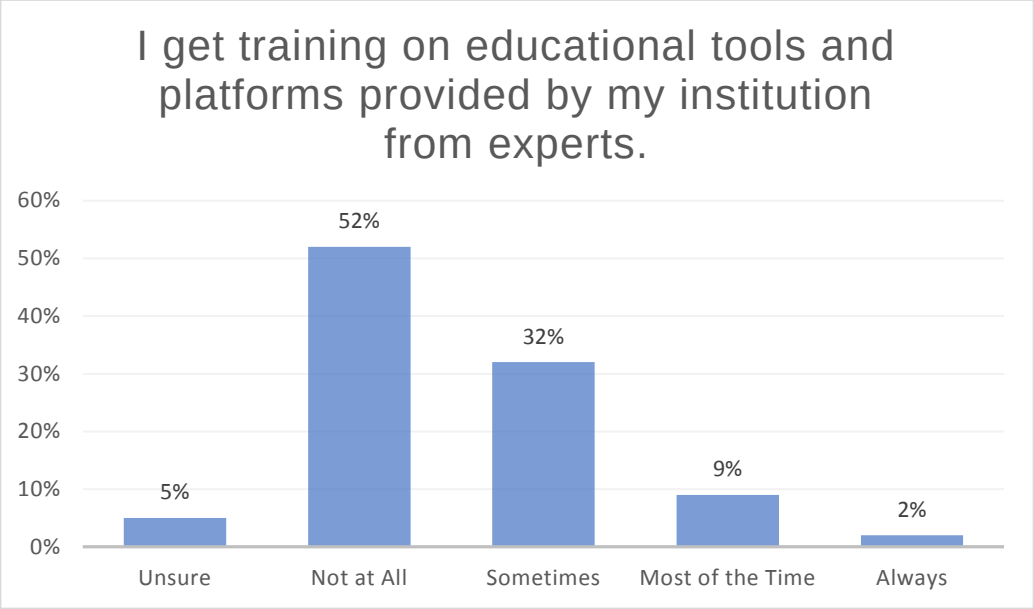


According to the graph, 39% of the respondents reported that they are sometimes made aware by ITS in case there are updates in software, university website or virtual servers. Furthermore, 31% of the respondents believe that they are not made aware of any updates in software, university websites or virtual servers by ITS services. Also, 19% of the respondents said that they are made aware of updates in software and university websites by IT services most of the time. Finally, 8% of the respondents reported that they are unsure while 3% reported that they are always made aware of any changes. One of the respondents mentioned that: "I do not always know about updates when it comes to the website, and I am not aware if we have any other virtual servers other than the ones we are already using."

Instructors reported that they do not get training on educational tools and platforms provided by their institution from experts as the graph below describes:

Figure 55.

Instructors' Training in Educational Tools and Platforms.



A close inspection of the graph shows that 52% of the respondents reported that they do not get training on educational tools and platforms provided by their institution from experts. 32% of the respondents believed that they sometimes get training on educational tools or platforms provided by their institution. Furthermore, 9% of the respondents said that they get such training most of the time. Finally, 5% of the respondents believe that they are unsure, and 2% of the respondents reported that they are always trained by the university on using educational tools and platforms.

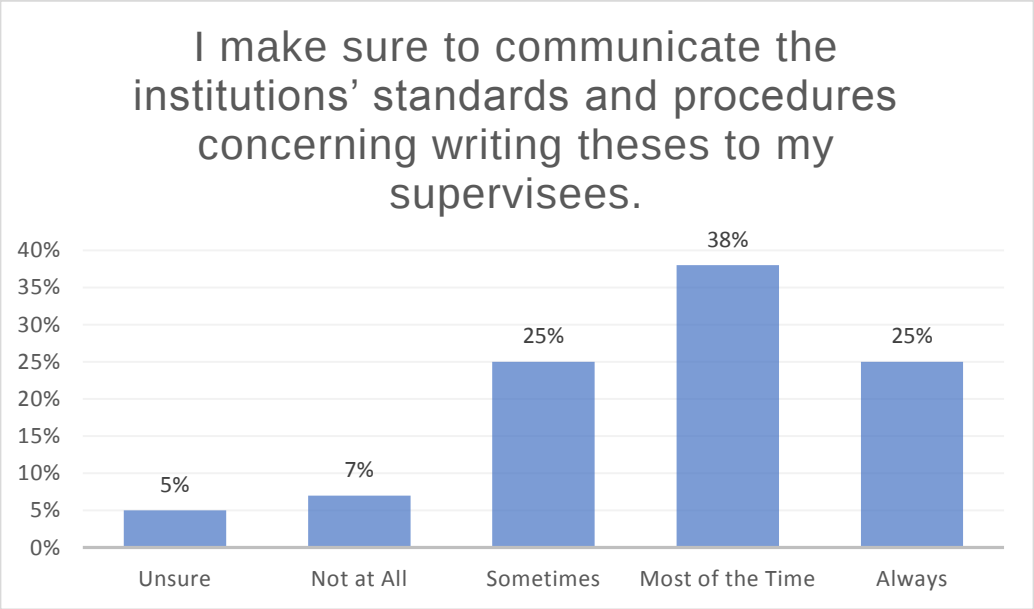
One of the respondents mentioned that: "I don't think that the university prioritizes faculty training as much as it should since we have few professional development opportunities in this regard". Another respondent reported that: "I don't feel that it is necessary for me to attend these workshops since I do not use a lot of technology in my classes".

F. Research Supervision

Instructors reported that they make sure to communicate the institutions' standards and procedures concerning writing theses to their supervisees most of the time as the graph below demonstrates:

Figure 58.

Instructors' Communication of the Institution's Standards to Students.



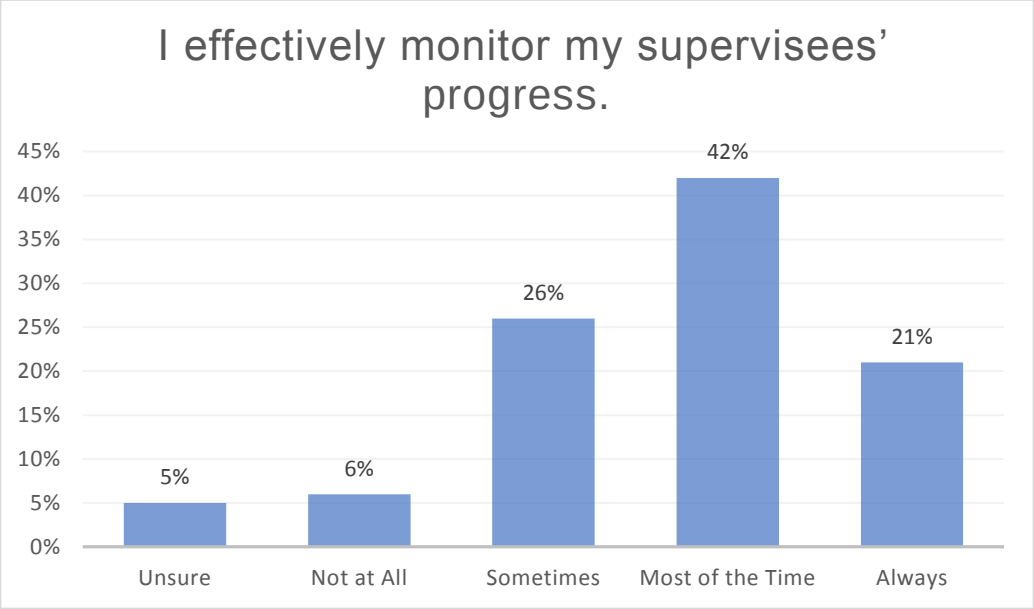
According to the graph, 38% of the respondents believe that they make sure to communicate the institutions' standards and procedures in writing PhD theses. Furthermore, 25% of the respondents believe that they always make sure to communicate the institutions' standards and procedures concerning writing theses. Another 25% of the respondents reported that they sometimes make sure to communicate the institutions' standards and procedures concerning writing theses. Also, 7% of the respondents said that they do not make sure to communicate the institutions' standards and procedures concerning writing PhD theses, and 5% said that they are unsure.

One of the respondents asserted that: "I don't need to communicate the research standards that the institution puts forward because I understand that the potential candidates are already aware of the norms of research".

Instructors reported tha they effectively monitor supervisee's progress most of the time as the graphs below shows:

Figure 60.

Instructors' Monitoring Supervisees' Progress.



According to the graph, 42% of the respondents believed that they effectively monitor their supervisees' progress. Furthermore, 26% of them said that they effectively monitor their supervisees' progress. Also, 21% of the respondents said that they always monitor their supervisees effectively. Finally, 6% of the respondents reported that they do not monitor their supervisees effectively, and 5% said that they are unsure. One of the respondents stated that: "I am pre-occupied with many different responsibilities and workload, and I trust my students to update on any research progress that they are making".

Chapter IV

Data Analysis and Discussion

Introduction

The analysis chapter of this thesis serves to analyze and interpret the data collected through the questionnaire, providing a comprehensive understanding of the research topic. This chapter also seeks to uncover patterns, relationships, and key findings within the dataset. As outlined in the research design this study utilized a mixed methods approach, combining quantitative and qualitative data.

The analysis presented in this chapter is crucial in answering the research questions and achieving the objectives of this study. By combining quantitative and qualitative analysis, this chapter offers a comprehensive understanding of the research topic and contributes to the existing body of knowledge. The findings will help inform future research, guide practical applications, and advance understanding of educational leadership, instructor practices and quality in Moroccan higher education.

A. Implementing the Vision, Mission, and Strategic Objectives

1. Awareness of the institution's mission and strategic objectives.

According to Al Jaber and Elayyan (2018), higher education institutions often face challenges with strategic planning as it is a wide scope and yet difficult to perfectly suit the academic theory. Educational leaders made many attempts to convert strategic planning from the form of business-based plans to the culture of quality and excellence in higher education. The conversion had many failure scenarios such as designing a process to motivate change without taking into consideration appropriate timelines to be assigned which turned at the end to a failure change. The change should be supported with information and quality assurance procedures and orientations.

For this end and to avoid any sort of failure on the academic and theoretical front of quality in higher education, professors (referred to as instructors, henceforth) need to be made aware of the mission and strategic objective. As stated above, most of the respondents are aware of their institutions' mission; however, they are not always aware. This might be explained by the testimony of one of the respondents. They stated that: "There is a huge distance between teachers and the administration". Fortunately, instructors can display that awareness of the mission in how they conduct themselves as professors and researchers. However, as small as it may seem, some instructors are not as aware as others and they have expressed they are aware at certain times or not at all.

According to the results, there can also be several reasons why instructors may not be fully aware of their institution's mission and strategic objectives. In some cases, there may be communication gaps between institutional leaders and instructors. One of the respondents confirmed this by saying that: "Not all faculty members get informed about the institutions' mission because there is not enough communication between us professors and our leaders […]". The mission and strategic objectives of an institution may not be effectively communicated or consistently reinforced to instructors. In fact, a lack of clear communication or inadequate dissemination of information can result in instructors being unaware of the institution's mission and strategic goals (Rezgui & Marks, 2008).

Another possible issue in this regard could be a lack of alignment. This means that instructors may perceive a disconnect between their individual roles and responsibilities and the broader mission and strategic objectives of the institution. They may focus primarily on their teaching, research, or disciplinary responsibilities without fully understanding how their work aligns with the institution's overall vision. This lack of alignment can contribute to a limited awareness of the institution's mission.

Another possible explanation is the limited institutional engagement on the behalf of instructors. Another respondent mentioned that: "I only focus on my teaching, and I do not involve myself in decision-making matters". Instructors may have limited opportunities for active engagement and involvement in the institution's strategic planning processes. To exemplify, if instructors are not included in the decision-making or planning discussions, they may have less awareness of the institution's mission and strategic objectives. Involving instructors in strategic planning initiatives can help foster a sense of ownership and promote awareness of the institution's goals.

2. Following and Implementing the Institution's Mission and Strategic Objectives.

With time and practice, universities started to emerge strategic planning and deploy it to articulate institutional mission and vision and to help prioritize resources and promote organizational focus. This was a great transfer if plans are implemented properly. Plans need to be supported with actions and procedures as spending hours in planning does not guarantee proper implementation (Al Jaber & Elayyan, 2018).

Quality-oriented strategic planning made the difference against challenges and provided practical tools for universities to practice planning competitively with others. Such

quality can only be achieved if instructors were involved in the process of the implementation of these plans. Instructors reporting that they sometimes implement such mission goals could be explained by the fact that they may be aware of the mission, but do not have the tools or the infrastructure to implement processes that would allow them to be aligned with their institution's mission.

According to the results, instructors sometimes follow and implement their institution's mission and strategic objectives. This could be interpreted in many ways. Instructors design their courses and instructional practices in alignment with the institution's mission and strategic objectives. One of the respondents confirmed this by saying: "As faculty members, I follow the institution's mission because everything we do needs to uphold the objectives set forth by our school; this helps in outlining program goals and intended outcomes, which […] ultimately improves student achievement and success". In fact, they integrate the desired knowledge, skills, and values outlined in the mission into their curriculum, ensuring that students are exposed to the core principles and goals of the institution. This alignment enhances the coherence and relevance of the educational experience for students.

This also has positive consequences on institutional reputation and branding Instructors play a significant role in shaping the reputation and branding of an institution. By implementing the institution's mission and strategic objectives, instructors contribute to the institution's image as they exemplify its values and goals. The positive impact of instructors' work and achievements can enhance the institution's reputation, attract prospective students, and build relationships with external stakeholders (Dzimińska, Fijałkowska & Sułkowski, 2018).

3. Contributing as a Stakeholder to the Decision-making of the Institution

According to Ulgen and Mirze (2004), Modern strategic planning has multiple components, and each component serves a specific purpose. Strategic components are in fact planning tools used separately or in groups, but their development is linear progression. Strategic planning actions and processes need to ensure that these individual components are aligned with each other in harmony and synchronization. Such harmony are possible to achieve under the condition that instructors work hand in hand with educational leaders. As instructors are in constant contact with students, they have a deeper understanding of what

would constitute a quality experience for students and all parties involved in strategic planning. Now, according to the results, instructors are not as involved in the process of strategic planning. This is quite disheartening and might not work for the better improvement of the institution.

The previous point might be explained by the fact that most of the decision making happens on a higher administrative level as one respondent said: "sometimes, our voices are not heard". This could mean that instructors are hoping to be involved and would want to play the crucial role of decision-making, but the leadership in the institution is not allowing it. This is harmful, and it goes beyond the negative consequences this lack of communication might have. Another respondent expressed that:

> "Contribution to one's department of affiliation is a duty, but only if properly recognized/appreciated. Being aware of my institutions' mission does not make you a stakeholder. Unfortunately, Moroccan HE [Higher Education] institutions, for so long, may have failed to promote instructors' sense of belonging and voluntary work thus lost its value. Nobody is willing to invest their time where they don't feel appreciated".

This testimony reveals much of the frustration that instructors feel when they are excluded from their decision-making duties, and they mostly feel like their role is neglected and not taken more seriously. As mentioned by the respondent, helping with decision-making in the university would make the faculty feel like they belong to their institution; it would serve as an incentive to invest their time into an aspect of their career that would hold value.

Another explanation could be a lack of representation of instructors in university boards. Instructors may feel that their perspectives are not adequately represented in decision-making bodies and committees. One of the respondents mentioned that:

> "As faculty members, we are not always involved in the decision-making process unless we are approached by our leaders to join different boards, or we get elected. We mostly feel like there is a lack of representation in boards who are responsible for decision-making in our university".

If there is a lack of diversity in representation or limited opportunities for instructors to participate in decision-making processes, their input may be undervalued or overlooked. It could also be due to institutional culture and tradition. These traditions can play a significant

role in determining the level of faculty involvement in decision-making (Minor, 2004). If the prevailing culture places greater emphasis on top-down decision-making or if there is a long-standing tradition of limited faculty participation, it can be challenging to change this culture and increase faculty involvement. From these results, the institution may not always involve its instructors in this process, and this could be hurtful to its quality overall.

B. Working as a Team

1. Educational Leadership and Communicating Intended Learning Outcomes

Communication, a "universal human experience", is critical to social behavior, yet familiar enough to be taken for granted as explained by Thayer (2003). According to Ruben (2005), communication is "the process through which the social fabric of relationships, groups, organizations, societies, and world order -and disorder- is created and maintained" (p.294). This quote emphasizes the importance of communication. In fact, all that a leader does is communicate in that they send a message about both the content and the relationship found in any given interaction (Bateson, 1972; Barge, 2014; Watzlawick, Bavelas & Jackson, 1967).

Leaders only sometimes communicate the intended learning outcomes to their subordinates which might be due to many reasons. This could be due to the lack of communication outlets that a leader has at their disposal. In the Moroccan context, it might be easier for an educational leader to not communicate these intended learning outcomes and blame it on the lack of standardization of syllabi. Usually, there is not a unified course description that can be shared by an educational leader to the instructors that teach the same course. It is up to the instructors to come up with their own intended learning outcomes and include them in their syllabus if there is one.

According to the results, educational leaders also strive to share the intended learning outcomes with instructors most of the time, which is favorable and means that there is progress towards better communication and sharing of information. It is worthy to note that the success or failure of any organization, specially an educational one, is dependent on the actions and decisions of leaders. This process is, certainly, built on both verbal and virtual communication (as cited in Gigliotti, Ruben, & Goldthwaite, 2017; Ruben & Fortunato, 2017; Ruben & Gigliotti, 2016). In addition, any conceptualization of any syllabus cannot be complete without intended learning outcomes as they should be communicated to students as

well, so the syllabus must work within an institutional and educational framework that goes in line with the outcomes shared by the institution.

Leaders communicate intended learning outcomes to instructors for several important reasons. One of the utmost importance is the clarity of expectations. In fact, one of the respondents mentioned that: "I need to know what is expected of me as a professor, so I can tailor the course to the needs of my students". Intended learning outcomes provide clarity about what students are expected to know, understand, and be able to do by the end of a course. Communicating these outcomes to instructors ensures that they have a clear understanding of the knowledge, skills, and competencies that students are supposed to acquire. This clarity enables instructors to align their teaching strategies, assessments, and learning activities with the intended outcomes, resulting in a more focused and effective learning experience for students.

Another reason why educational leaders share intended learning outcomes with instructors is effective instructional planning. Communicating intended learning outcomes to instructors enables them to plan their instructional strategies and activities effectively. One the respondents shared that: "the director of my program communicates the intended learning outcomes for some courses, but not the others, but discussions with senior colleagues and looking at different course descriptions help". Instructors can align their teaching methods, learning materials, and assessments with the specific learning outcomes they are meant to achieve. This alignment promotes instructional coherence and enhances the likelihood of students attaining the desired learning outcomes.

Another purpose behind communicating intended learning outcomes is program evaluation and improvement (Norris, 2006). Intended learning outcomes serve as a basis for program evaluation and continuous improvement. By communicating the intended outcomes to instructors, leaders encourage their active involvement in assessing student achievement and identifying areas of improvement. Instructors can provide valuable feedback on the effectiveness of the outcomes and their alignment with the broader institutional mission and strategic objectives.

2. Educational leadership and instructors' satisfaction

Respondents reported that their leaders do work towards their satisfaction but only sometimes. This might be due to the fact that instructors also do not have a proper outlet to

report their concerns and needs to their leaders. It could also be explained by the fact that these concerns or even demands are unrealistic or out of the leader's authority.

Satisfaction refers to a feeling of gratification or contentment. In the higher education realm, students' satisfaction is conceptualized as students' positive emotional response to instructor-student interactions as defined by Noland (2005). Similarly, instructors' satisfaction with their leaders is mirrored here as well and can be defined as the positive emotional response to instructor-leader interactions. According to Balwant (2016), transformational leadership must work towards instructors' and students' satisfaction because these leaders provide meaningful goals and exhibit exemplary behaviors (Conger et al., 2000).

Another likely reason is institutional pressures or demands. These numerous pressures and demands include meeting enrollment targets, ensuring financial sustainability, maintaining institutional reputation, and responding to external expectations and regulations. These pressures may lead leaders to prioritize certain areas over faculty satisfaction, especially if they believe that other pressing concerns are more critical for the institution's overall success.

The fact that there could be a lack of awareness and understanding on the behalf of educational leaders when it comes to instructors' satisfaction also plays a role in this. One of the respondents confessed that:

> "We are not always asked how we are doing, or whether we need some sort of support. Of course, we do not expect every need to be met, but we would like to at least establish some sort of system on which we can report on our wants and needs and see some concrete results that work towards our satisfaction."

Some leaders may not fully grasp the importance of instructors' satisfaction or may not recognize the potential impact it can have on the institution (Straus et al., 2013). They may underestimate the role of instructors' satisfaction in student success, research productivity, institutional reputation, and overall institutional effectiveness. Without this understanding, they may not prioritize actions to enhance instructors' satisfaction.

3. Educational Leadership and Communicating Mobility Opportunities

Since the mid-1990's, globalization has been recognized as "perhaps the most fundamental challenge faced by the university in its long history" (Scott, 2000). As a result,

the terms globalization and internationalization have aquired new contents in the context of higher education, which requires additional terminology with definitions specific to this particular sector.

In van der Wende's (2001) view, internationalization of higher education is a response to globalization. It no longer can be considered as a secondary function of institutuions focusing primarily on the international mobility of students and teachers in the classical sense; rather, internationalization should be taken up as an important element of higher education policy at both the institutional and the national level in order to address the challenges posed by globalization.

For the previously mentioned reasons, leadership in higher education must also focus on mobility for both students and instructors. As the results suggest, Instructors are not always informed of such opportunities, a third of the population reported that they hardly ever receive any information on mobility opportunities.

This could be explained by the scarcity or lack thereof of mobility opportunities abroad. If there are very little chances for faculty memebers doing academic or professional development exchanges, leaders might not be able to spread the information as widely as possible with their colleagues. Another possible explanation for this might be the fact that this process is not done as transparently as possible, so many opportunities do not get communicated as fairly as they should. One respondents expressed that: "I am not always informed about mobility opportunities, and I always find out about them after they are already taken. We need better communication with our administration so that we can all be informed at the same time".

There could be other several reasons why educational leaders may not effectively communicate mobility opportunities to instructors. One of which would be a lack of awareness of such opportunities. One of the respondents confirmed that: "I am not sure if they [educational leaders] are aware of any mobility opportunities because these opportunities are mostly disseminated at the university level, and not at the school level". Educational leaders may not be fully aware of all the available mobility opportunities within or outside the institution (Civera et al., 2020). They may not have a comprehensive understanding of the various programs, initiatives, grants, or partnerships that could provide instructors with mobility opportunities. As a result, they may not actively communicate these opportunities to instructors.

Another explanation is the fact that educational institutions may have limited resources to support faculty mobility initiatives. If there are financial constraints or limited funding for faculty travel and mobility, leaders may hesitate to communicate opportunities that they believe cannot be adequately supported or accommodated. Or, it may also be due to the prioritization of other initiatives. Ostrom et al. (2010) attest that educational leaders may be focused on other strategic priorities or initiatives within the institution, which may take precedence over promoting mobility opportunities. They may allocate their communication efforts towards areas they consider more critical for institutional goals, such as research funding, student recruitment, or program development.

4. Educational Leadership Communicating Research Opportunities

Research is undertaken to generate innovative ideas, revise existing theories, for concept testing, or for repositioning theories. The purpose of research is to expand knowledge, and for that the findings of research must be reported cohesively and pertinently befitting the research problem. Research has an impact on both the academic and practical levels (Habib & Pathik & Maryam, 2014). Usually, research is accomplished through different mediums, particularly projects, theses, or dissertations as part of academic graduation. Existing theories or latest ideas would be practically implemented for the benefit of organizations, thus helping to develop society. The rising trend in cross-cultural research work has the potential for further collaboration with different countries, as well as creating new dimensions for prospective researchers.

As reported in the results, most instructors reported that their educational leaders sometimes communicate research opportunities to them. There could be several reasons why some instructors may not get enough of these opportunities. Wood (1990) believes that it is important to note that the availability of research opportunities can vary depending on the institution, department, field of study, and individual circumstances. There are a few possible factors that could contribute to this situation. One common reason is the heavy teaching load that instructors often must handle. Teaching responsibilities, including preparing lectures and conducting classes, and other teaching endeavors in the private sector can take up a significant amount of time and energy, leaving less time for research pursuits.

Another reason that could lead to this is instructors' administrative duties. Astin and Astin (2000) report that instructors are often involved in various administrative tasks such as serving in different opportunities like organizing and participating in conferences,

participating in departmental meetings, and advising students. These additional responsibilities can consume time that could otherwise be allocated to research. Thus, leaders might not always communicate research opportunities with other instructors if they feel that their colleagues are already overwhelmed with work. This is the case for the population since they are involved in all these previous activities, and it does take so much time and effort to be able to honor their responsibilities to the best of the abilities.

Another reason for this could be limited funding. One of the respondents said that:

> "The administration does encourage conducting research, but there are hardly ever any financial incentives to help us out with certain research endeavors. This, of course, does not prevent us from conducting research, but it would be more helpful if there was some financial help from the university".

Research often at times requires financial resources to support projects, equipment, travel. If the institution or department has limited funding available for research or if there is intense competition for grants, it may be challenging for instructors to secure the necessary resources to conduct their research. Although in most social sciences departments, little funding or financial support is necessary to conduct research although grants are still considered a terrific way to incentivize instructors to work on research and engage more actively in it.

5. Educational Leadership and Instructor Recruitment

According to O'Meara and Petzall (2013), recruitment refers to an organizations' ability to attract a suitably qualified pool or applicants for a vacancy, attract staff in a cost-effective manner and in a timely manner so that appointments are made quickly and provide a short-list candidates to proceed to the selection phase. Organizations need to communicate to a target of individuals that a vacancy exists, the nature, tasks and scope of the position, the requisite experience and knowledge needed to successfully undertake the role. The organization also needs to specify how to apply for the position and the subsequent process that follows. Furthermore, recruitment is an outcome of a great deal of preparation undertaken by both an employer and an applicant. Organizations can use a strategic perspective once it is known a vacancy will occur. This process must happen in a most transparent way to ensure that well-qualified instructors are hired for their appropriate positions.

As the results show, there can be several reasons why instructors may not be sure or only sometimes sure if new hires are being hired in a transparent way. One of the possible reasons why are unsure about the hiring process could be the lack of communication. If there is a lack of transparent and open communication from the administration or hiring committee, instructors may not have access to information about the hiring process. This can lead to uncertainty and speculation about transparency. One of the respondents said that: "I cannot say for sure if the hiring process happens transparently, but I do have faith in my colleagues. The conditions put forth are usually communicated on the website and they are very clear". Although this hypothesis might not be the case after all since the criteria are usually posted on the institutions' website as reported by the respondent.

6. Educational Leader and Providing a Suitable Environment for Teaching and Learning

There are specific standards of a leadership role in educational institutions. This includes preparation, qualifications, as well as in-service training. Actually, the centrality of teaching and student learning in the institution is the core part of educational leadership's standards. In fact, preparation standards for educational leaders embrace learning as a fundamental truth. This standard describes effective educational leadership which supports and encourages the success of every student.

Such a leader advocates for a program of instruction that advances student learning and develops and sustains a culture that fosters the growth of everyone involved, students and staff. Educational leaders cannot achieve this purpose without a clear and deep understanding of students, teaching learning, motivation, assessment, and technology along with a nurturing positive and quality culture (as cited in Hoy & Hoy, 2006). Thus, educational leaders should create and maintain an effective learning environment to facilitate instructors' work, and at the end students' academic achievements.

There can be distinct reasons why educational leaders may not always provide a suitable environment for learning and teaching. A possible explanation for this, that is put forward by Barr and McClellan (2018), might be resource constraints. Educational institutions often face budget limitations and resource constraints, which can impact their ability to provide an ideal learning and teaching environment.one of the respondents said that:

> "The school of letters and humanities has made a few renovations, and has built a few more buildings in the last ten years to accommodate the growing numbers of students,

but it is not enough we also need more technology integrated classrooms, we need better internet connection, and a few more adjustments so that we can call our school an institution that belongs in the 21st century".

Insufficient funding may limit investments in infrastructure, technology, instructional materials, and support services, making it challenging to create an optimal learning environment. It could also be due to different administrative priorities. Educational leaders may have competing priorities and responsibilities, such as managing finances, maintaining institutional reputation, or complying with external regulations put forth by the government. These priorities can sometimes take precedence over the specific needs of learning and teaching, leading to a less-than-ideal learning environment.

Also, another probability could be due to a lack of professional development opportunities. Adams et al., (2017) report that educational leaders may not prioritize or provide sufficient opportunities for professional development for faculty and staff.one of the respondents reported that:

> "Our leaders are not completely responsible for providing a suitable environment, this is a problem that goes beyond the leaders' jurisdiction. The university, the government, and state are the ones who need to rebuild the infrastructure of the university, and make it a suitable environment."

In fact, ongoing training and support are crucial for Instructors to enhance their teaching skills, incorporate innovative instructional strategies, and adapt to evolving educational trends. Without adequate professional development, it may be challenging for faculty to create an optimal learning environment. Another reason could be ineffective communication and collaboration among the stakeholders. Juharyanto et al., (2020) attest that open and effective communication is essential for educational leaders to understand the needs and challenges of faculty, students, and other stakeholders.

7. Educational Leadership and Encouraging and Rewarding Conducting Research

According to Dangalao (2023), the necessity to conduct research is of utmost importance since it allows both students and instructors to participate in a community of learning, gaining experience in independent thought, teamwork, leadership, and communication (Salendab, et. al., 2021). Conducting research is considered vital to the

educational growth of students. It has proven helpful in identifying issues, problems, and conflicts and in providing solutions to problems in different academic areas.

In a study conducted by Heng (2022) that investigates academics' research engagement by showing how academics in Cambodia engage in research. This study adds to the literature on academics' conceptions of research, the research-teaching nexus, and what inhibits or facilitates academics' research engagement. Moreover, the study provides empirical evidence to shed light on what constrains or enables academics to exercise their academic agency. The study has implications for stakeholders in higher education in Cambodia to develop evidence-based policies and strategies to improve Cambodian academics' research engagement and foster the development of a healthy research culture. Another aspect of the study, which proves relevant to this research endeavor is what factors inhibit or encourage conducting research among academics in higher education.

The study identified key factors across national, institutional, and individual levels that either inhibited or facilitated research engagement of Cambodian academics. Key factors inhibiting research included lack of research incentives or funds as a primary reason; low academic salaries; lack of research requirements; lack of clear academic career pathways; and lack of time and research knowledge as other factors. Major factors facilitating research were mainly located at the individual level, including research interest, motivation, and commitment; having a PhD; and having a strong desire to leave a legacy through research publications.

Educational leaders may not consistently reward instructors for research due to several reasons, one of which is the emphasis on teaching. One of the respondents said that: "Research is a challenging aspect of the job; however, I believe that we are encouraged to conduct research, but I wouldn't say that we are rewarded for it". Educational institutions often prioritize teaching as a core responsibility of instructors. In such cases, faculty may be primarily evaluated and rewarded based on their teaching performance, including student evaluations, teaching effectiveness, and curriculum development. Research, while important, may be considered secondary or less emphasized in the evaluation and reward systems.

Limited Resources could also be why educational leaders only sometimes reward conducting research. Financial constraints, lack of research infrastructure, limited funding for research projects, and scarcity of research-related opportunities can make it difficult for educational leaders to provide substantial rewards for research achievements. One of the

respondents reported that: “Sometimes, our research lab directors hold meetings with us to encourage us to conduct research, but this aspect of our careers is mostly motivated intrinsically”. Also, educational leaders may not always be fully aware of the research contributions and achievements of instructors. This can occur when there is limited communication or insufficient mechanisms to track and highlight research outcomes. Jamrog, Vickers and Bear (2006) attest that if leaders are not well-informed about instructors’ research endeavors, they may overlook opportunities to recognize and reward research excellence.

8. Educational Leadership and Encouraging Innovation of Teaching Methodologies.

According to Lanford and Tierney (2022), an authoritative explanation of innovation in higher education has proven elusive, mainly because individual disciplines conceptualize innovation in markedly diverse ways. This lack of consensus about innovation needs not be viewed as a weakness, however. One of the attractive qualities about “innovation” as a concept relates to its transferability and reconceptualization across different disciplinary areas, time periods, and cultures. This element of transferability works well in all fields, and innovating research methodologies is necessary in this fast-paced and changing world.

Lanford and Tierney (2022) also contest that some contemporary books conflate the concept of innovation with technology, assuming that almost all technological progress will result in greater efficiency, better student outcomes, and data that can better inform policy (e.g., Lane & Finsel, 2014; Wildavsky, Kelly & Carey, 2011). Others have followed the lead of Burton Clark (1998) in asserting that an entrepreneurial mindset must pervade the culture of the university if it is to thrive in the 21st century (e.g., Ferreira et al. 2018; Foss & Gibson, 2015; Gibb, Haskins & Robertson, 2013; Hannon, 2013; Meissner, Erdil & Chataway, 2018).

According to the results, educational leaders may only sometimes encourage innovative teaching methodologies due to several reasons. A probable reason why this might happen is some instructors’ resistance to change. To elaborate more on this, resistance to change is a common challenge in any organization, including educational institutions. Some educational leaders may be hesitant to embrace innovative teaching methodologies due to concerns about disrupting established practices, resistance from instructors, or fear of potential risks and uncertainties associated with change (Hénard & Roseveare, 2012).

It could also be a lack of awareness or understanding of what innovation means. Educational leaders may not always be fully aware of the benefits of innovative teaching methodologies (Garrison & Kanuka, 2004). They may lack exposure to current research and best practices in teaching and learning. One of the respondents mentioned that:

> "I wouldn't say that I am encouraged by our leaders to be more innovative, but I would want that encouragement to be more concrete. We need more training, and professional development opportunities to learn more about how we can improve our methodologies."

Without a deep understanding of the potential impact and benefits, leaders may be less inclined to encourage the adoption of innovative teaching methods. Another possible explanation could be resource constraints or misallocations. In fact, Porter & Kramer (2018) confirm that implementing innovative teaching methodologies often requires investments in resources, such as technology, training, and support services. The institutions may face financial limitations or have competing priorities for resource allocation, making it challenging to provide the necessary support for widespread implementation of innovative teaching methods.

9. Educational Leadership and Encouraging the Use Technology Tools.

Technology in the educational context enables all parties involved, both instructors and students to focus on smart work instead of hard work (Picardo, 2017). It also challenges everyone to be open to learning and teaching in novel and more interesting ways, so long the outcomes justify the application of technology to a particular aspect of the learning process. On the other hand, like most innovations, technology could be used in a negative way so that rather than promoting successful teaching and learning, it detracts from it. Professional judgement is, as ever, required, and that is why extensive research and training must be undertaken by all instructors to incorporate technology in their teaching methods successfully.

While many educational leaders do encourage the use of technology in the classroom, some constraints might still be imposing. Rabah (2015) confirm that the lack of resources could be one of the possible explanations. Integrating technology into the classroom requires investments in infrastructure, devices, software, and ongoing technical support. Some educational institutions may face budget constraints or lack the necessary resources to provide widespread access to technology. A respondent mentioned that: "It is hard to use

technology in the classroom. Not all classrooms allow a data show or projector, so there is a big problem of accessibility and availability". This proves that without sufficient resources, leaders may be reluctant to promote technology integration.

Also, the limited training and support could be a major factor in this regard. Effective use of technology in the classroom often requires training and support for both instructors and students. Lim et al., (2020) report that educational leaders may hesitate to encourage technology use if there is a lack of training programs or professional development opportunities to help instructors effectively integrate technology into their teaching practices. If the instructors are not provided with the necessary training opportunities to go beyond just using basic level technology like Microsoft 356 and Gmail, they would not be able to optimize the use of technology at their disposal.

Another possibility for why technology is not being used or encouraged to be used among instructors is access difficulty. This refers to the unequal access to technology and the internet among students and institutions, which is a very valid constraint that all Moroccan higher education institutions are familiar with. Educational leaders may be hesitant to promote technology use if they are concerned about exacerbating disparities between students who have access to technology and those who do not (Flanagan & Jacobsen, 2003). This was also confirmed by a respondent when they said: "I use technology sometimes in my lecture, but I do not feel encouraged by leadership to do so. Since not all students do have technological resources, we stick to traditional resources of teaching". Addressing this digital divide requires strategies to ensure equitable access and support for all students.

It is important to note that while some educational leaders may have reservations about technology integration, many others actively promote its use. In the 21st century, technology makes itself present whether we like it or not (Weiser, 1991), and with the new advancements in technology such as AI platforms that is taking the educational sphere by storm, both instructors and educational leaders must keep up with these advancements and learn how to work with and around them, not against them. Technology can enhance teaching and learning experiences, provide access to educational resources, foster collaboration, and develop critical digital skills. That is why the quality of the education that students are receiving in the classroom is contingent on technology use; consequently, incorporating technology in the teaching and learning process would affect the overall quality of the institution (Lin et al., 2012). Educational leaders who recognize the potential benefits of

technology often work to address the barriers mentioned above by providing resources, professional development, and support to instructors, and by ensuring equitable access for all students.

10. Educational Leadership and Instructors' Use of Educational Platforms

According to Mochalina et al. (2021), open educational platforms today are essentially a bank of projects. In fact, this is a new form of delivering and exchanging information in the field of education as well as providing a higher quality of academic and applied education. Open platforms for various kinds of projects are not a new phenomenon and have already become an object of close attention. Accordingly, there is a need to organize a platform for projects.

These platforms show how an organization plans to bring its own knowledge and opportunities in line with the requirements of the current time (Ferreira et al, 2018). In the educational field these learning management systems facilitate the teaching process and keeps both instructors and students in close and consistent contact (Ferreira et al, 2018).

According to the results, educational leader sometimes encourage instructors to use educational platforms. One of the possible reasons this is happening could be resource constraints. Implementing and adopting educational platforms often requires investments in terms of financial resources, technical infrastructure, and staff training. A respondent reported that: "the institution does not offer any platforms or educational software to teach students". Also, according to El Mhouti, Erradi and Nasseh (2018), educational institutions facing budget limitations or resource constraints may find it challenging to allocate the necessary resources for implementing and supporting educational platforms. As a result, leaders may be hesitant to promote their use.

Also, resistance to change can be a reason why educational leaders do not always encourage using educational platforms. Resistance to change is a common barrier in any organization, including educational institutions. Certainly, Blin and Munro (2008) report that some instructors and stakeholders may be resistant to adopting new technologies or educational platforms due to concerns about disruption, additional workload, or unfamiliarity with the platforms. Educational leaders may face challenges in overcoming this resistance and may be reluctant to encourage the use of educational platforms due to potential pushback from faculty and staff.

11. Educational Leadership and Providing Opportunities for Training on Technology Use

The term professional development, as discussed by Hinojosa-Pareja and Garcia-Cano (2023), has been the subject of multiple interpretations, which can be grouped in terms of either an individualist consideration, with clear influences from more academic and technical paradigms that root professional development in the acquisition of knowledge and personal training, or a shared and collaborative vision of professional development (as cited in Hadar & Brody, 2010) which emphasise the social dimension of learning and focuses attention on professional communities or collaborative teams.

Evidently, there can be several reasons why there are not many opportunities for professional development in using technology for instructors in higher education. One of the possible explanations for instructors to have access only sometimes to professional development opportunities in technology is the resource constraints. One of the respondents said that: "the institution does not offer many technology trainings". As Archibald et al. (2011) mention, allocating sufficient funds for professional development programs, including workshops, conferences, and training sessions, can be a significant financial commitment. Limited resources may result in a reduced number of professional development opportunities in technology use for instructors in Moroccan universities.

Another reason why instructors face this issue is time constraints. Instructors often have heavy workloads, including teaching, research, and administrative responsibilities. Marriott, Duncan and Namara (2007) report that time constraints can make it difficult for them to participate in professional development activities, particularly if they require substantial time away from their regular duties. Scheduling conflicts and competing demands on instructors' time can limit the availability of professional development opportunities in using technology.

Lack of recognition and incentives for professional development when it comes to technology use is another reason that instructors do not engage in professional development opportunities as much (Dailey-Hebert, Mandernach & Donnelli-Sallee, 2014). If professional development activities are not recognized or valued within an institution's reward and recognition systems, instructors may be less motivated to seek out or participate in such opportunities. Without clear incentives or tangible benefits tied to professional development, instructors may be less likely to prioritize it.

12. Educational Leadership and Program Evaluation

According to Darussalam (2010), the purpose of program evaluation is to recognize sizes and continuities in evaluating its effectiveness, views, and right processes for it to reach its goals. Stufflebeam (1971) believes that the purpose is to highlight the objective achievement for the next alternative in decision-making (as cited in Ebrahimi Mehrabani & Azmi Mohamad, 2015). In a program's context, many aspects of evaluation were created that intended to measure the effect an impact. Evaluating programs is a systematic framework for collecting and analysing data on all events related to the implementation of the program's goals with the purpose to improve its management and results.

According to the results, there can be several reasons why educational leaders may not evaluate the programs they lead. A possible explanation could be a lack of awareness of the importance of assessment. Stiggins and Duke (2008) discuss that educational leaders may not be fully aware of the importance and benefits of program evaluation. They may not have a clear understanding of how evaluation can inform decision-making, improve program effectiveness, and support continuous improvement. Without awareness of the value of evaluation, leaders may not prioritize or even invest in evaluation efforts. Another reason could be resource constraints. Program evaluation requires time, expertise, and resources. Educational institutions may face budget limitations or resource constraints that make it difficult to allocate sufficient resources for evaluation activities. Limited resources can also result in evaluations being deprioritized or overlooked in favour of other pressing needs.

Furthermore, a lack of evaluation expertise could be another reason why educational leaders do not engage in program evaluation. Conducting program evaluations requires specific knowledge and expertise in evaluation methodologies, data analysis, and interpretation. Educational leaders may lack the necessary expertise or may not have access to qualified evaluation professionals who can guide and support the evaluation process (Leko & Brownell, 2009).

13. Educational Leadership and Overseeing Assessment Procedures

According to Al Khayat (2021), assessment was traditionally used to only confirm students' learning. Rarely was it viewed as a process of bringing out the potential that exists within students and creating an opportunity for them to demonstrate what they were able to do (Craddock & Mathias, 2019). The focus was primarily on the assessment of learning and not much on assessment for learning. University teachers currently use various assessment

methods to assess students' performance and learning outcomes. Whether these methods include written or oral exams, observations, individual or group assignments, portfolios, or interviews, they should be valid, reliable, transparent, comprehensive, and disciplined (As cited in Reeves et al, 2015).

There can be several reasons why leaders may not oversee instructors' assessment procedures. Trust in Faculty Expertise is a highly probable reason. Educational leaders often trust in the expertise and professionalism of instructors to design and implement assessment procedures effectively (Guskey, 2002). In fact, they may believe that instructors are best positioned to assess student learning outcomes within their respective disciplines and that they have the necessary knowledge and skills to develop appropriate assessment strategies.

Another possible reason is autonomy and academic freedom. Actually, academic institutions often value the autonomy and academic freedom of instructors. Leaders may respect this autonomy and allow instructors to have control over their assessment procedures, recognizing that it is an integral part of their pedagogical approach. Granting instructors the independence to develop and implement assessment methods can support their professional growth and job satisfaction (Jones et al., 2012). Confirming both previous points, a respondent reported that: "I oversee the assessment procedures, and I construct them myself, our leaders help with the organization of the exam sessions mostly".

Also, focusing on faculty development is a possible reason why educational leaders do not oversee assessment procedures. According to Hairon & Dimmock (2012) say that educational leaders may prioritize supporting instructors' professional development rather than directly overseeing their assessment procedures. They may provide resources, workshops, and training opportunities to enhance instructors' assessment literacy and enable them to design effective assessment strategies. By fostering a culture of ongoing faculty development, leaders empower instructors to improve their assessment practices.

Respect for Academic Governance is also another possible explanation for this. Educational leaders may respect the principles of shared governance and collaborative decision-making in academic institutions. They may involve instructors in decision-making processes related to assessment and trust that collectively, instructors will uphold high standards and align assessment practices with institutional goals (Hénard & Roseveare, 2012).

14. Educational Leadership and Reporting on Assessment Results

According to Arora and Wright (2022), educational institutions utilize various grading policies to provide academic feedback to students. More specifically, the grades reported to students are often based on institutional or instructor preferences. However, there is limited evidence on the way these policies may affect students' effort and academic outcomes.

Leaders have a responsibility to ensure that instructors report grades to both students and the administration for several important reasons. The first one is transparency and Accountability. As it is, according to Hallak and Poisson (2005), reporting grades to students and administration promotes transparency and accountability in the educational process. In fact, it allows students to have a clear understanding of their academic performance and progress in a course or program. Similarly, the administration needs accurate grade information to assess students' academic standing, monitor progress, and make informed decisions regarding academic policies, such as graduation requirements or academic probation.

Another reason grade reporting is important is communication of the performance of students. Reporting grades provides a means of effectively communicating students' performance to both the students themselves and the wider educational community. Brookhart (2011) says that grades serve as a quantifiable representation of the knowledge, skills, and competencies students have attained during a course or assessment period. By reporting grades, instructors convey valuable information about student achievement and enable students to gauge their progress and areas for improvement.

Also, institutional recordkeeping could be a valid reason why this is important. Reporting grades to the administration ensures that the institution maintains accurate records of student performance. These records are crucial for various purposes according to Bresciani (2006), including accreditation standards, eligibility for financial aid, and academic standing determinations or just for compilation purposes for the sake of institutional statistics. Accurate and timely reporting of grades is essential for institutions to fulfil their administrative and regulatory obligations. This is confirmed by one of the respondents who mentioned that: "Other than reporting the grades to the students, it is important to report these grades to our leaders so that they can calculate success rates and measure student progression and achievement".

15. Students and Instructor Performance Evaluation

While student reporting on instructors, also known as student evaluations of teaching (SET), is widely used in higher education, its importance and effectiveness as a measure of teaching quality have been subject to debate. This is important for measuring quality in higher education for different reasons such as the improvement of teaching Practices. According to Spooren, Mortelmans & Denekens (2007), student reporting can serve as a feedback mechanism for instructors to improve their teaching practices.

Constructive feedback from students can help instructors identify areas for enhancement, adapt instructional approaches, and make adjustments to course content and delivery methods. Studies have shown that instructors who are open to and utilize student feedback can make positive changes in their teaching practices. Furthermore, Student reporting can foster student engagement by giving them a voice in shaping their educational experience. When students feel that their opinions are valued and considered, student evaluations of the performance of instructors can enhance their sense of ownership and investment in their learning. This, in turn, can lead to increased satisfaction and motivation (Abrami et al., 2008).

According to the results, there could be various reasons why some institutions may limit or not allow students to report on the performance of instructors. These reasons can vary depending on institutional policies, cultural factors, and educational philosophies. A possible explanation to this could be because of institutional culture and policies. A respondent confirms this by saying that: "Unfortunately, students are not involved in the process of faculty evaluation. This concept of evaluating faculty based on student opinions and perceptions does not exist in Moroccan public universities".

Some institutions may have a traditional hierarchical culture that values the authority and autonomy of instructors. In such cases, there may be a belief that student reporting on faculty performance could be seen as undermining the authority of instructors or challenging their expertise. One respondent said that "there is no system of evaluation that reports on the performance of instructors". Institutional policies may reflect this cultural perspective, limiting or excluding student reporting as a means of maintaining the established power dynamics.

It is also possible that students are not reporting on the performance of instructors for reasons of upholding faculty privacy and protection. One of the respondents mentioned that:

“I really don’t know if my students report on my performance in class to the administration.” Institutions may prioritize protecting the privacy and professional reputation of instructors. Concerns about potential harm or unfair targeting of instructors may lead to limitations on student reporting. Some students could be reporting to the administration, but the instructors are not informed about it. According to Levmore (1996), institutions may fear that unfiltered student feedback, especially if anonymous, could be used to make unfounded or biased claims against instructors, potentially damaging their careers or professional standing. Considering the huge number of students who get enrolled in the English department yearly, it might also be possible that faculty member might be overwhelmed having to account for a big number of comments in which there is no knowing whether they would be positive or negative.

C. Backgrounds, Needs and Learning Preferences

1. Awareness of Students’ Abilities and Disabilities.

Being aware of students’ abilities and disabilities is crucial for creating inclusive and equitable learning environments. It is worthy to note that as instructors, it is important to be aware of any differently abled students in the classroom because inclusive education leads to student success. As reported by Avramidis and Norwich (2002), inclusive education leads to better social outcomes, improved academic achievement, and higher levels of educational attainment for students with disabilities.

This was also supported by Burgstahler (2015) as they emphasized the importance of differentiated learning since it allows teachers to tailor instruction to meet individual needs, preferences, and learning styles, leading to improved student engagement and achievement. Such students deserve and need individualized support and accommodation inside and outside of the classroom. As Davis (2016) stresses the importance of developing positive relationships with students, based on empathy and understanding, in promoting a supportive learning environment and enhances student motivation and success.

According to the results, Instructors are not always aware of their students’ abilities or disabilities. Instructors can enhance their awareness of students’ abilities and disabilities through various strategies and practices. According to Stir (2006), a strategy that instructors

could be using to gain this awareness is engaging in effective communication. In fact, encouraging students to communicate their needs, strengths, and challenges can create a welcoming and supportive classroom environment where students feel comfortable discussing their abilities and disabilities with the faculty as well as regularly communicating with students through individual meetings, class discussions, or online platforms to understand their unique needs.

Another strategy used by instructors could be accessing information from student records. Instructors could also familiarize themselves with students' records or other documentation that outlines students' specific learning needs or accommodations (Shackelford, 2009). This information can provide insights into students' abilities, disabilities, and recommended support strategies.

Some instructors could also be getting in touch with Support Services if there are any. Establishing connections with disability support services or other relevant student support offices within the institution could be helpful. If this is not a possibility, encouraging self-disclosure by creating a safe and supportive environment where students feel comfortable disclosing their abilities and disabilities voluntarily would also be great! One of the respondents spoke on their experience with one of their students who was disabled:

> "I had a student who was blind, and I had to talk to my leader about this particular case, and during exams, the student, with the help of another, was able to take their exam successfully. […] I am not aware of any support services that deal with disabled students".

In the same line fostering Student-Teacher relationships can help these students be more comfortable in the classroom. According to Goodenow (1993), instructors develop positive relationships with students by engaging in active listening, empathy, and open communication. Building rapport with students allows instructors to better understand their individual needs and provide appropriate support.

2. Awareness of Students' Social Background.

Instructors being aware of students' social backgrounds is crucial for promoting equity, inclusivity, and student success in higher education. Here are some key reasons why this awareness is important. It is important because students' social backgrounds can

significantly impact their educational experiences and outcomes. Recognizing and understanding students' social backgrounds allows instructors to identify and address inequities and inequalities that may arise from social disparities. This awareness enables instructors to provide targeted support and resources to students who may face unique challenges based on their social backgrounds. According to a study by Housel and Harvey (2011), instructors who are aware of students' social backgrounds are better equipped to create inclusive learning environments that foster success for all students.

Another issue that proves relevant here that does not get discussed as much in the literature is culturally responsive teaching. This alludes to awareness of students' social backgrounds in helping instructors adopt culturally responsive teaching practices. By recognizing and valuing students' diverse experiences, identities, and cultural perspectives, instructors can design curriculum and instructional strategies that resonate with students' backgrounds. This approach enhances engagement, promotes meaningful learning experiences, and improves student outcomes (Gay, 2010). Culturally responsive teaching acknowledges the importance of creating a supportive environment that respects and embraces students' social backgrounds.

Instructors may only sometimes be unaware of their students' social backgrounds due to a range of factors. If there is limited disclosure among instructors and students, then they may choose not to disclose their social backgrounds due to privacy concerns, fear of judgment, or cultural reasons. According to Hoffman (2014), some students may prefer to keep personal information separate from their academic lives, making it challenging for instructors to have complete awareness.

Another highly likely reason for why this might be happening is the large class sizes. One of the respondents reported on this issue by saying that: "I am not always aware of where students come from. I know that they come from diverse social background, but I am not aware of each case specifically since I have very large classes". Instructors who teach large classes may face difficulties in establishing individual connections with every student. Limited personal interactions can make it challenging to learn about students' social backgrounds as instructors may not have sufficient time or opportunities to engage in detailed discussions with each student.

3. Instructors' Teaching Strategies to Support Student Abilities

Student abilities refer to the skills, knowledge, and capabilities that students possess, which enable them to engage in learning and achieve academic success. These abilities encompass a wide range of cognitive, affective, and mental skills that students bring to the learning process (Eisner, 2002). Student abilities can include critical thinking, problem-solving, communication, creativity, collaboration, and subject-specific competencies.

Teaching strategies, on the other hand, are the methods and approaches used by instructors to facilitate learning and support the development of students' abilities. These strategies encompass instructional techniques, pedagogical approaches, and classroom practices employed to engage students, deliver content, and foster meaningful learning experiences (Marzano et al., 2001). Effective teaching strategies are designed to accommodate diverse learning styles, promote active engagement, and support students in acquiring and applying knowledge.

According to the results, instructors use teaching strategies that are compatible with students' learning abilities, in this case, most of the time because it enhances student engagement, learning outcomes, and overall educational effectiveness. There are several benefits to this, one of which is improving student engagement in the classroom. By employing teaching strategies that resonate with students' learning abilities, instructors can capture their interest and promote active engagement in the learning process. This increased engagement can enhance students' motivation to learn, promote their involvement in classroom activities, and foster a positive learning environment (Fredricks, Blumenfeld, & Paris, 2004). In this regard, one of the respondents mentioned that: "I am no longer interested in lecturing although it is a challenge not to with the large number of students per class, but I try to include task-based learning every now and then to keep students engaged."

Another reason why instructors are eager to match their teaching strategies to their students' capabilities is to enhance the outcomes of learning. When teaching strategies are compatible with students' learning abilities, it supports their cognitive processes and facilitates the acquisition and application of knowledge. It allows students to make meaningful connections between new information and their existing knowledge, leading to deeper understanding, improved retention, and the ability to transfer knowledge to real-world contexts (Hattie, 2009).

Matching the teaching strategies to students' abilities is also done to foster personalized learning experiences for students. Adapting teaching strategies to students' learning abilities allows for personalized and differentiated instruction. One of the respondents elaborated on this by saying that: "I can only diversify my teaching methodologies to fit the students' needs in the Master classes I teach because I am much more aware of my MA student needs". Instructors can tailor their approaches to address the specific needs, interests, and challenges of individual students, fostering a sense of ownership and autonomy in the learning process (Tomlinson, 2001).

4. Instructors and Improving Students' Intellectual Abilities.

Instructors can employ various strategies to improve their students' intellectual abilities. Instructors can engage in active learning strategies such as problem-solving activities, discussions, and firsthand experiments. This is shown to improve critical thinking and intellectual abilities (Freeman et al., 2014; Prince, 2004).

Other strategies that could be used are reflective practices which Encourage students to engage in reflection such as journaling or self-assessment. This helps them develop metacognitive skills and enhance their ability to monitor and regulate their thinking and learning processes (Schraw, Crippen, & Hartley, 2006; Zimmerman, 2000). Another set of strategies that could help students improve their intellectual and cognitive skills is using collaborative earning which Engages students in collaborative learning activities, such as group discussions, peer reviews, and cooperative projects. This promotes intellectual growth through interaction, exchange of ideas, and challenging assumptions (Prince, 2014).

According to the results, instructors help their students improve their intellectual abilities most of the time because it is an essential part of their role as instructors. According to Lattuca and Stark (2009), instructors are guided by the educational mission of their institution, which typically emphasizes the development of students' intellectual abilities. They strive to create a stimulating learning environment that promotes critical thinking, problem-solving, and intellectual engagement. Instructors above all are focused and committed to their students' success. They recognize that enhancing students' intellectual

abilities equips them with the skills and knowledge necessary for lifelong learning and professional achievement.

Furthermore, instructors do possess intrinsic motivation, and find pride in helping their students become more intellectual(Ryan, Connell & Grolnick, 1992). Many instructors are intrinsically motivated to inspire and challenge their students intellectually. They derive personal satisfaction from witnessing their students' intellectual growth, curiosity, and deepening understanding of the subject matter. Other than personal reasons, there are also external reasons among is the institution's expectations of its instructors (Ryan, Connell & Grolnick, 1992). Higher education institutions often emphasize the importance of instructors' commitment to teaching excellence and student learning outcomes. Instructors are accountable for promoting intellectual growth and supporting the institution's goals and values.

5. Instructor Awareness of Students' needs.

Student needs refer to the specific requirements, preferences, and challenges that students have in their educational journey. These needs can encompass various aspects, including academic, social, emotional, and practical dimensions. Instructors play a crucial role in understanding and addressing student needs to create a supportive and inclusive learning environment.

The awareness of instructors regarding student needs is of paramount importance for several reasons. According to Gibbs and Coffey (2004), academic success allows them to tailor instruction and provide appropriate support to optimize student learning outcomes. Understanding students' learning styles, prior knowledge, and individual strengths and weaknesses enables instructors to design instructional strategies that cater to diverse student needs.

Another reason the awareness of needs is of paramount importance is student engagement and motivation. Instructors who are attuned to students' needs can create a learning environment that fosters student engagement and motivation. By recognizing and addressing factors that impact motivation, such as relevance, interest, and perceived competence, instructors can enhance student involvement in the learning process (Skinner & Belmont, 1993). It is also worth mentioning that students' needs have a direct correlation with student retention and persistence. As Tinto (2012) asserts instructors who are sensitive

to students' needs and challenges are better equipped to support student retention and persistence. By recognizing and addressing barriers to student success, such as academic difficulties, personal circumstances, or lack of resources, instructors can provide appropriate interventions and support mechanisms.

Instructors are often eager to understand their students' needs because it allows them to be more effective and impactful instructors. There are many possible reasons why instructors are motivated to understand and address their students' needs. Student Success is one possible explanation. According to Park (2005), instructors are committed to their students' success and academic achievement. Being aware of students' needs enables instructors to provide appropriate support and resources that help students overcome challenges, improve learning outcomes, and reach their full potential.

Another plausible reason is instructors attempting to build rapport and connection with their students. Instructors recognize the importance of building positive relationships with their students. Being aware of students' needs fosters a sense of empathy and understanding, which helps establish trust and rapport (Ratliff, 2019). This connection can lead to increased student engagement, open communication, and a supportive learning environment. Moreover, instructors can use this awareness to make their teaching more inclusive. Being aware of students' needs allows them to identify and address barriers that might hinder the participation and success of students from diverse backgrounds, including students with disabilities, first-generation students, or students from marginalized communities.

6. Syllabus Design and Students' Needs.

The syllabus design plays a crucial role in meeting students' needs in higher education. There are many key points why this matter is particularly important. The syllabus serves as a roadmap for the course, outlining the learning objectives, topics covered, and assessment methods. Furthermore, it provides students with a clear understanding of what to expect, the course requirements, and the overall structure. This clarity helps students align their expectations and ensures that their needs are addressed (Nilson, 2010).

According to McKeachie et al. (2006), the syllabus outlines the assessment methods and criteria, providing students with a clear understanding of how their performance will be evaluated. By designing assessments that align with students' needs, instructors can create a

fair and transparent evaluation process that accurately measures their progress and achievements. The syllabus design allows instructors to select and organize course content that is relevant, meaningful, and engaging for students. By considering students' needs and interests, instructors can design a syllabus that promotes active learning, critical thinking, and application of knowledge (Davis, 2009).

As the results show, instructors build their syllabi to meet the needs of students most of the time. This could be interpreted in many ways. Instructors recognize the importance of adopting a student-centered approach to teaching and learning. By building syllabi that meet students' needs, instructors demonstrate their commitment to student success and engagement in the course (Barkley, Cross, & Major, 2014). One of the respondents did confirm this by stating that: "I try to include syllabi elements that my students can relate, and I try to include components that they will need in the real world".

Also, instructors understand that designing a syllabus aligned with students' needs increases the likelihood of achieving desired learning outcomes. By addressing students' needs through the selection of relevant content, appropriate assessments, and instructional strategies, instructors create an environment conducive to effective learning (Huba & Freed, 2000).

7. Varying Teaching Materials and Student Needs

As it is in the literature, varying teaching materials is of crucial importance in the educational process for several reasons. According to Fleming and Mills (1992), students have different learning preferences and styles. By utilizing a variety of teaching materials, instructors can engage students with different modalities such as visual, auditory, or kinesthetic, ensuring that the content is accessible to a broader range of learners.

Another interesting reason why instructors should vary their teaching material is the fact that doing so reflects real-world learning environments. Beetham and Sharpe (2019) report that in the real world, individuals encounter a variety of information sources and formats. By exposing students to diverse teaching materials, instructors prepare them for future professional settings, where they will need to navigate and make sense of a wide range of resources.

As the results show, instructors vary their teaching materials according to the needs of students most of the time. This can be interpreted in multiple ways. Varying teaching materials helps cater to diverse learning styles and preferences, ensuring that students can engage with the content in ways that resonate with them. Rosenberg (2001) says that by providing a range of materials such as textbooks, lecture slides, videos, interactive simulations, or hands-on activities, instructors can facilitate deeper understanding and knowledge retention. One of the respondents exemplified this by saying that: "I try to use a variety of ways to teach. Sometimes I use PowerPoint presentations, and other times I share articles or hand-outs with my students. This depends on what class I am teaching".

Furthermore, using a variety of teaching materials keeps the learning experience dynamic and interesting. It helps capture students' attention, maintain their motivation, and foster active participation in the classroom. When students are engaged with the learning materials, they are more likely to be motivated to learn and achieve better academic outcomes (Fredricks et al., 2004). This might also be another reason that instructors focus on varying their teaching techniques.

Another interpretation of the data is that instructors may be varying their teaching materials because using varied teaching materials challenges students to think critically, analyze information from different perspectives, and apply knowledge to real-world situations. Paul (1993) believes that exposure to diverse materials fosters higher-order thinking skills, encourages creativity, and prepares students for complex problem-solving in their future academic and professional endeavors. This is confirmed by one of the respondents when they said: "I want my MA students to develop their intellectual skills [mostly critical thinking], and I want them to ask questions and be more active in the learning process".

D. Demonstrating Knowledge of Teaching Strategies

1. Instructors and Stating Clear Objectives

The importance of sharing clear learning objectives with students is significant for several reasons. Clear learning objectives provide students with a clear understanding of what they are expected to learn and achieve during a course or lesson. When objectives are clearly communicated, students can better comprehend the purpose and relevance of the content, which helps them engage in meaningful learning (Wiggins & McTighe, 2005).

According to Biggs and Tang (2011), clear learning objectives serve as a roadmap for students, guiding them through the learning process. They provide a sense of direction, helping students stay focused and organized in their learning efforts. By knowing what they are working towards, students can monitor their progress and make informed decisions about their learning strategies. It is also important to note that clear learning objectives provide a basis for assessment and feedback. They allow instructors to design appropriate assessments that align with the desired outcomes. Moreover, when students are aware of the objectives, they can better understand the criteria for success and provide more targeted feedback to support their learning progress (Gibbs & Simpson, 2004).

In this thesis, the results on this item show that instructors share clear objectives with their students most of the time. There are many reasons why this is the case. One of which is that clear objectives ensure effective communication between instructors and students. One of the respondents confirmed this by stating that: "During the first sessions, if I have a course description, I try to share the objectives I expect them to achieve so that we are clear on what the course will be about". As stated by Grunert (1997), by clearly articulating the desired learning outcomes, instructors provide students with a roadmap for their learning journey, enabling them to understand what is expected of them.

These results can also be interpreted by the fact that clear objectives foster student engagement by providing a sense of purpose and direction. When students have a clear understanding of what they are working towards, they are more likely to be motivated and actively participate in the learning process (Marzano et al., 2001). This might incentivize instructors to state their objectives clearly to their students. Another respondent stated that: "My students and I must be on the same page, so I try to clearly explain what I expected them to do during the semester". In fact, clear objectives also help align the goals of instructors and students. When both parties have a shared understanding of the intended outcomes, it becomes easier to establish a common purpose and work collaboratively towards achieving those goals (Wiggins & McTighe, 2005).

Two other interpretations of these results are the fact that instructors understand that clear objectives enable students to focus their attention and efforts on specific learning outcomes. By knowing exactly what they need to achieve, students can prioritize their learning activities and allocate their time and resources effectively (Biggs & Tang, 2011). The second interpretation of the results is that clear objectives facilitate meaningful

assessment practices. When objectives are well-defined, instructors can design assessments that align with those objectives, ensuring that the assessment tasks measure the intended learning outcomes (Suskie, 2018).

2. Instructors and Student Guidance

The importance of instructors acting as guides for their students can be understood through various perspectives. According to Ambrose et al. (2010), instructors acting as guides play a crucial role in facilitating the learning process for students. They provide guidance, support, and mentorship, helping students navigate through complex concepts and develop a deeper understanding of the course content. On the other hand, Brookfield (2017) states that by acting as guides, instructors encourage students to think critically and independently. They pose thought-provoking questions, engage students in meaningful discussions, and challenge their existing knowledge, thereby promoting higher-order thinking skills.

Furthermore, instructors acting as guides recognize the unique needs and strengths of individual students. They provide personalized support, address misconceptions, and offer additional resources or strategies to enhance learning, promoting a more inclusive and student-centered approach (McKinney, 2013). Another perspective by which this can be understood is that instructors can help with mentoring and career development. Crisp and Cruz (2009) report that instructors can serve as mentors to their students. They can provide advice, guidance, and opportunities for professional and career development, helping students navigate their academic journey and prepare for future endeavors.

According to the results, instructors act as guides to their students most of the time, and this can happen for a variety of reasons. The first interpretation of these results is that instructors can enhance students' learning outcomes. One of the respondents confirmed this by stating that: "I do not always act as a guide to my students, but I do encourage my students to come forward with any problems they could have with their learning". Instructors provide personalized guidance, support, and feedback, helping students navigate through complex concepts and develop a deeper understanding of the subject matter (Wolkowyski & Ginsberg, 2017).

Another interpretation is that instructors act as guides to help students develop important skills beyond subject-specific knowledge. According to Weimer (2013), they assist

in improving research, problem-solving, communication, and collaboration skills, preparing students for future academic and professional pursuits. Another way to look at this is that instructors aim to foster student autonomy and empower students to take ownership of their learning. They provide opportunities for self-directed learning, encourage independent thinking, and support students in setting and achieving their academic goals (Knowles, 1975).

3. Instructors' Teaching Philosophy

Student-centeredness refers to an instructional approach and educational environment that prioritizes the needs, interests, and goals of students. It places students at the center of the learning process, actively involving them in decision-making, and tailoring instruction to their individual learning styles, preferences, and abilities (Svinicki & McKeachie, 2014).

As reviewed in the literature, Student-centeredness is important for several reasons. Research suggests that student-centered approaches can lead to improved learning outcomes. In fact, Hake (1998) and Prince (2004) agree that when students are actively engaged in their learning, have a sense of ownership, and can connect the content to their own experiences, they are more likely to retain information, apply knowledge in real-life situations, and develop higher-order thinking skills.

Moreover, student-centered environments foster intrinsic motivation and engagement. When students feel valued, supported, and have agency in their learning, they are more likely to be actively involved, curious, and self-directed (Deci & Ryan, 2000). This can lead to a deeper and more meaningful understanding of the subject matter. Also, student-centeredness allows for individualized and personalized learning experiences. Recognizing that students have unique backgrounds, interests, and abilities, instructors can tailor instruction and provide appropriate resources, activities, and assessments that meet the diverse needs of students (Tomlinson, 2001). In theory, this promotes inclusivity and helps address the diverse learning styles and preferences of students.

According to the results, instructors do not always adopt student centered approaches. This can happen for many varied reasons. A first interpretation of this could be the fact that instructors might not have received extensive training in student-centered teaching methodologies during their academic preparation (Guiffrida, 2005). A respondent said that: "My teaching philosophy has to be student-centered, and serve students to accomplish the

goals they set for themselves, but we must have more training to be able to promote learning-autonomy".

Another way to look at this is instructors' institutional expectations. To explain this further, some institutions may have a more traditional approach to teaching and may not prioritize student-centeredness as a core value (Al Faruki, Haque & Islam, 2019). Instructors may feel pressure to conform to institutional norms or expectations, which can influence their teaching philosophy and practices.

Moreover, certain disciplines may present unique challenges that make it difficult to adopt a purely student-centered approach. For example, in some technical or skill-based fields, there may be specific content or competency requirements that need to be addressed, which can limit the flexibility for student-directed learning. On the other hand, according to Motschnig-Pitrik and Holzinger (2002), adequate resources, such as instructional materials, technology, and support, are essential for implementing student-centered teaching effectively. However, limited access to these resources or insufficient institutional support may hinder instructors from fully embracing student-centered approaches. This was confirmed by one the respondents: "how can we be student-centered? We do not have the proper infrastructure to nor the logistics to be more student-centered".

It is important to note that while instructors may not always adopt a student-centered approach, many are still committed to the principles of student-centered learning and strive to integrate student-centered elements into their teaching whenever possible. With the big sizes of the classes, and the mixed ability students in Moroccan universities, it is understandable that faculty do not always have a chance to employ student-centered approaches. Factors such as institutional culture, individual preferences, and contextual constraints can also influence the extent to which instructors prioritize student-centeredness in their teaching practices.

4. Instructors and the Student Learning Process and Purpose

Being clear about the learning process and its purpose is crucial for instructors in their interactions with students. Instructors being clear about the learning process and its purpose refers to their ability to articulate and communicate to students the intended learning outcomes, the steps involved in achieving those outcomes, and the significance and relevance of the learning journey. According to Nilson (2010), "Instructors who communicate clear

expectations and explain the purpose of assignments, activities, and assessments can help students understand what they need to do to succeed and why they are doing it" (p. 85).

By being explicit about the learning process and its purpose, instructors can accomplish many goals. Clear communication about the learning process and its purpose helps students understand the value of their learning experiences. This, in turn, can increase their motivation and engagement in the course. Also, when students have a clear understanding of the learning process and its purpose, they can better align their efforts and actions with the desired learning outcomes. This clarity enables them to focus their attention and make informed decisions about their learning strategies.

It cannot be denied that students understanding the process of learning and its purpose would foster self-regulated learning. By explicitly explaining the learning process and its purpose, instructors empower students to become self-regulated learners. Students can monitor their progress, evaluate their own understanding, and adjust their learning strategies based on their understanding of the overall learning process. Additionally, when students have a clear understanding of the learning process and its purpose, they can make meaningful connections between the course content and their own goals. This deeper understanding can lead to improved learning outcomes and a more meaningful learning experience for students.

According to the results, instructors strive to be clear about the learning process and its purpose with their students most of the time, but there may be instances where this clarity is not always achieved. There can be many reasons why this is the case, or it can be interpreted in many ways. According to Azevedo et al. (2020), instructors often face time limitations due to the demands of teaching multiple courses, conducting research, and fulfilling administrative responsibilities. One of the respondents stated that: "I try to be as clear about my teaching as much as I can, but it can be quite difficult when we have so many other responsibilities and other teaching loads". These constraints can sometimes make it challenging for them to thoroughly communicate the learning process and its purpose to students, especially when they are dealing with a large number of students or have limited class time available.

Furthermore, some instructors may not have received extensive training in instructional design or effective communication strategies. As a result, they may struggle to clearly articulate the learning process and its purpose to students. Without a solid foundation

in pedagogy, instructors may inadvertently overlook the importance of this aspect or struggle to effectively convey it to their students (Loughran & Russell, 2007). Ironically, instructors may mistakenly assume that students already have a clear understanding of the learning process and its purpose. They may believe that students inherently know why they are studying a particular subject or what the intended learning outcomes are. Consequently, they may not invest sufficient time and effort into explicitly explaining these aspects to students.

Another interpretation could be the fact that each faculty member has their own teaching style and preferences, which can influence the extent to which they prioritize and effectively communicate the learning process and its purpose (Brown, Westenskow & Moyer-Packenham, 2011). Some instructors may naturally excel in this area and consistently provide clear guidance, while others may have different strengths or prioritize other aspects of teaching as one of the respondents mentioned: "I normally lecture in my classes because I believe it is the only way I can deliver a heavy content course, and I feel more comfortable lecturing".

5. Instructors and Constructive Feedback for Students

Constructive feedback refers to providing students with specific and actionable information about their performance or work in a supportive and encouraging manner. It aims to guide students in understanding their strengths, areas for improvement, and ways to enhance their learning and development. It can be defined as feedback that is specific, descriptive, and focused on helping students improve their skills, knowledge, and understanding. It emphasizes the identification of strengths, areas for growth, and actionable suggestions for improvement. Hattie and Timperley (2007) emphasize this point by saying that "Constructive feedback is an essential component of effective teaching and learning, as it helps students gain insight into their performance and provides guidance for enhancing their learning outcomes" (p. 81).

The importance of constructive feedback for students can be summarized takes many layers. Constructive feedback provides students with insights into their strengths and areas for improvement. It helps them understand their progress, identify gaps in their understanding, and make targeted efforts to improve their learning and performance. It also prompts students to reflect on their work, assess their own understanding, and develop

metacognitive skills. It encourages them to think critically about their approach, identify strategies that work best for them, and take ownership of their learning process (Nicol and Macfarlane-Dick, 2006).

According to the results, there can be several reasons why instructors might give constructive feedback only sometimes. While instructors generally strive to provide constructive feedback consistently, certain factors may contribute to variations in their approach. There are many ways to interpret this. One interpretation could be the nature of the assessment or assignment that could impact the type and frequency of feedback provided. One of the respondents said that: "I try to give constructive feedback as much as I can, but it is hard to do so consistently since we do not give assignments to our students".

With the issue of the large classrooms that Moroccan universities face, it would be difficult to give constructive feedback to each and every student, but instructors may be willing to give feedback based on request, and this was confirmed by one of the respondents stating that: "We have such large classrooms that we cannot give each students proper feedback".

Instructors may adjust their feedback approach based on student preferences or requests. Some students may specifically seek feedback, while others may not express a desire for detailed feedback or may prefer to receive feedback through alternative means (e.g., in-person discussions). Each faculty member has their own teaching philosophy and style, which can influence their feedback practices (Blumberg, 2016). Some instructors may place a strong emphasis on providing regular and detailed constructive feedback, while others may prioritize other teaching strategies or rely on alternative methods to support student learning.

It is important to note that while there may be instances where instructors give constructive feedback only sometimes, many instructors actively strive to provide regular and meaningful feedback to support student learning and development. According to Koc and Ilya (2016), the importance of constructive feedback in the learning process is undeniable. If instructors are only sometimes giving feedback to students, then the students would not be able to learn from their mistakes and rectify any knowledge or skills gaps. This eventually hinders the quality of the learning. However, instructors do what they can as they recognize

the value and impact of constructive feedback on student growth and are continually seeking ways to enhance their feedback practices within the constraints they face.

6. Instructors and Effective Content Delivery

Efficient course delivery refers to the effective and streamlined delivery of course content, activities, and assessments to students. It involves organizing and presenting information in a clear, structured, and engaging manner that maximizes student understanding and learning outcomes. Thus, efficient course delivery refers to the optimized management and presentation of course content, activities, and assessments to facilitate student comprehension, engagement, and learning outcomes. As Oblinger (2004) emphasizes the significant role delivery plays, they say this, "The delivery of courses plays a crucial role in student engagement and achievement. Efficient course delivery ensures that students receive the necessary information and resources in a well-structured and accessible manner, promoting their understanding and enhancing their learning outcomes" (p. 34).

Efficient course delivery is important because it can enable students to make the most of their time by organizing and presenting course materials in a coherent and concise manner. This ensures that students have a clear roadmap of what they need to learn and accomplish, allowing them to effectively manage their time and make progress in their studies (Freeman, Marginson & Tyler, 2014).

Efficient course delivery promotes student engagement by providing stimulating and interactive learning experiences. It incorporates a variety of instructional strategies, such as multimedia resources, active learning activities, and opportunities for student participation, which keep students motivated, involved, and actively thinking about the subject matter. Also, a well-organized course delivery system ensures that students can easily access the necessary resources, such as readings, lecture notes, multimedia materials, and supplementary resources (Dahlstrom, Brooks, & Bichsel, 2014). This accessibility fosters independent learning and enables students to explore the content at their own pace, reinforcing their understanding and supporting deeper learning.

As the results show, instructors may not always deliver the course content efficiently due to several challenges they face. There are multiple ways to interpret these results. To start, instructors often have multiple responsibilities, including teaching, research, and administrative tasks (Mamiseishvili, Miller & Lee, 2016). Time constraints can limit their

ability to thoroughly plan and organize course content, leading to less efficient delivery at times. One of the respondents expressed this frustration by stating that: “I try to deliver the course to the best of my abilities, but I do not always have the time to deliver it as best as I would like to”. Also, instructors may face limitations in accessing necessary resources, such as technology, instructional materials, or support staff. Insufficient resources can hinder their ability to deliver the course content efficiently.

Thirdly, instructors may not always receive sufficient training or professional development opportunities in instructional design and delivery. Without proper training, they may struggle to implement efficient course delivery strategies. One of the respondents mentioned that: “I would like to receive more training to conduct my classes better, preferably, by engaging in professional development opportunities provided to us by the university”. Instructors may have different teaching styles, preferences, and areas of expertise. While some may excel in delivering content efficiently, others may prioritize other aspects of teaching or have a different instructional approach.

It is important to note that while instructors strive to deliver the course content efficiently most of the time, challenges and constraints can impact their ability to consistently achieve this goal. According to Steinert, Naismith and Mann (2012), faculty development programs, institutional support, and collaboration among faculty can help address these challenges and promote more consistent and effective course delivery. It is important that instructors focus on this point in particular because it is a strong indicator for how students “digest” the content they receive from their teachers in lectures.

7. Instructors and Diversifying Activities in the Coursework

There are several advantages why varying coursework activities in the classroom is beneficial. Varying coursework activities can increase student engagement and interest in the learning process. When students are exposed to a variety of activities such as discussions, group work, experiments, case studies, and multimedia presentations, it helps to break the monotony of traditional lectures and keeps students actively involved in their learning (Yelon & Ford, 2017).

Additionally, varying activities cater to diverse learning styles and preferences, allowing students to engage with the course material in ways that best suit their individual needs. As Hannafin et al. (2009) explain it, some students may excel in collaborative group

work, while others may prefer individual reflection or visual presentations. By incorporating a range of activities, instructors create opportunities for students to learn and demonstrate their understanding in various ways.

It is also undeniable that varying coursework activities can foster the development of transferable skills that are valuable beyond the specific course or discipline. Activities such as problem-solving exercises, critical thinking tasks, presentations, and debates promote skills such as communication, teamwork, problem-solving, and information literacy. These skills are highly sought after in the workplace and contribute to students' overall academic and professional development (Jenkins & Healey, 2010).

As the results show, there could be several ways to interpret the fact that instructors don't always vary the coursework activities. Instructors may not be aware of the benefits and importance of varying coursework activities. According to Jeffries (2005), instructors may be more accustomed to traditional teaching methods or may not have received adequate training or professional development opportunities to explore and implement diverse activities in their courses. To elaborate more on the previous interpretation, some instructors may prefer to stick to familiar teaching methods and activities that they are comfortable with. Stepping outside their pedagogical comfort zone and trying new approaches may involve a certain level of risk-taking and experimentation, which not all instructors may be willing or ready to embrace.

External factors could also play a role here. In some cases, instructors may face institutional constraints that limit their flexibility in designing and implementing varied coursework activities. These constraints could be in the form of rigid curriculum requirements, standardized assessments, or strict adherence to certain teaching methodologies dictated by the institution, it could also be class size, and or limited opportunities for training (Looney, 2009). One respondent reported that: "It is hard with all the constraints to diversify the teaching methodologies and integration patterns".

Another possible reason for why this is happening is instructors may perceive resistance or pushback from students when attempting to introduce varied coursework activities. One of the respondents confirmed this point by stating that: "I feel that students sometimes want to be lectured, listen to what we have to say about the subject matter, and just take notes from the lecture". As it is mentioned by Covill (2011), some students may be

accustomed to traditional lecture-based approaches and may resist or question new and unfamiliar methods. Additionally, students may have certain expectations about how courses should be delivered, and instructors may feel pressured to meet those expectations.

8. Instructors and Students' Engagement and Participation

Student engagement and participation in the classroom refers to the active involvement of students in their own learning process. It involves students participating in class discussions, asking questions, sharing ideas, collaborating with peers, and taking ownership of their learning experiences. Engaged students are more likely to be motivated, attentive, and enthusiastic about their education, which can lead to enhanced learning outcomes.

Instructors play a crucial role in encouraging and fostering student engagement and participation. They create an supportive learning environment that promotes active participation and encourages students to take an active role in their learning. According to Cohen et al. (2009), instructors can create a classroom atmosphere that values student input and promotes active participation. This can be done through interactive teaching strategies, group activities, discussions, and opportunities for student reflection and contribution.

Additionally, instructors can encourage collaborative learning activities that require students to work together, share ideas, and engage in discussions. This fosters active participation and promotes a sense of community within the classroom. As Tschannen-Moran and Tschannen-Moran (2010) discuss, instructors should create a safe and supportive environment where students feel comfortable asking questions, expressing their thoughts, and engaging in meaningful dialogue. They should actively encourage and respond to student questions, facilitating a two-way interaction that stimulates engagement.

As the results show, instructors encourage students' engagement and participation in the classroom, but that is not always the case. These results could be interpreted according to several reasons. Instructors may adopt different pedagogical approaches depending on the learning objectives and the nature of the course (Zhu, Valcke & Schellens, 2010). While student engagement and participation are generally valued, some teaching methods or subject matters may require more direct instruction or individual work. For example, in a lecture-based course, the emphasis may be on transmitting information rather than extensive student participation. One of the respondents confirmed this by stating that: "It all depends on the

students I am teaching. I can engage more with my MA students since they are a smaller group. I can also ask more questions and ask them to answer them".

Another reason for this could be the fact that instructors often have a limited amount of time to cover course material, especially in courses with packed syllabi. This may restrict the opportunities for extensive student engagement and participation, as instructors need to prioritize content delivery and ensure that essential concepts are adequately covered. In addition to time constraints and challenges, the size of the class can also impact the active participation of every student. According to Abdullah, Bakar and Mahbob (2012), in large classes, it may be challenging to engage all students individually or encourage extensive participation in discussions. Instructors may need to strike a balance between facilitating participation and managing such logistical challenges. One of the respondents exclaimed that: "if I wanted to engage every student I have in the class, I am not sure if I can finish what I need to cover in the semester."

9. Instructors and Promoting Students' Learning Autonomy

Student autonomy refers to the ability of students to take ownership of their learning, make independent decisions, and exercise control over their educational journey. It involves providing students with the freedom and responsibility to make choices, set goals, and engage in self-reliant learning. Instructors play a crucial role in promoting student autonomy by creating a supportive and empowering learning environment. According to Stefanou et al. (2004) attest that instructors can create an environment where students feel safe, respected, and encouraged to express their opinions, ideas, and questions. This supportive atmosphere allows students to take risks, explore their interests, and develop a sense of autonomy in their learning.

Also, offering students choices in learning tasks, projects, or assessment methods allows them to exercise autonomy and select activities that align with their interests and learning preferences. As Smith (2012) reports, instructors can design assignments that offer multiple options or provide opportunities for students to customize their learning experiences. In addition to that, while promoting student autonomy, instructors also serve as guides and mentors. They provide guidance, feedback, and support to help students navigate their learning journey. By offering resources, scaffolding, and constructive feedback, instructors empower students to make informed decisions and take ownership of their learning process.

It is worthy to note that instructors can encourage students to reflect on their learning progress, set goals, and assess their own learning outcomes. Self-reflection and self-assessment activities enable students to develop metacognitive skills and take responsibility for monitoring their learning and progress (Van Loon, 2019). It is undeniable that fostering learner autonomy can also cultivate critical thinking and problem-solving skills (Lee, 2011). Instructors can design learning experiences that promote critical thinking, problem-solving, and decision-making skills. By engaging students in challenging tasks and authentic problem-solving activities, instructors empower students to think independently, analyze information, and make informed choices.

As the results show, instructors may promote learner autonomy only most of the time. These results can be interpreted in several ways. This could be due to the fact that instructors may not have received sufficient training or support in promoting learner autonomy. Esch (1996) asserts that without proper training or access to resources, they may feel less confident in implementing strategies that encourage student autonomy or may be unaware of the potential benefits. One of the respondents stated that: "we need training opportunities […] to develop professors' skills in promoting learner-autonomy and empower students to take charge of their own learning". In another way, institutional policies, curriculum requirements, or external assessments may create constraints that limit instructors' ability to consistently promote learner autonomy.

Another issue that could be the cause of these results is the fact that instructors may encounter diverse student needs, learning styles, and preferences within their classes (Mills et al., 2005). Balancing the needs and preferences of different students while promoting learner autonomy can be challenging. Some instructors may find it difficult to cater to individual differences and may rely on more teacher-centered approaches instead. This was confirmed by one the respondents who reported that: "Because the huge number of students, I cannot help every student be more responsible for their learning, and this depends on the kind of students we get in every class and how they prefer to learn".

10. Instructors' Awareness of Students' Progress

Keeping up with students' progress is important for instructors as it enables them to monitor individual student performance, provide timely support and feedback, and make informed instructional decisions. Regularly monitoring students' progress allows instructors

to identify struggling students or those in need of additional support. By understanding individual student needs and challenges, instructors can provide personalized guidance, resources, and interventions to help students succeed (Chickering & Gamson, 1987).

Additionally, keeping up with students' progress enables instructors to provide timely and specific feedback on assignments, assessments, and class participation. Timely feedback helps students understand their strengths, areas for improvement, and encourages ongoing engagement and learning (Hattie & Timperley, 2007). Furthermore, by staying informed about students' progress, instructors can identify patterns, trends, or misconceptions that may arise in the learning process. This information allows them to adjust their instructional strategies, re-teach challenging concepts, and provide additional practice opportunities to enhance student learning outcomes (Santangelo & Tomlinson, 2009).

On the other hand, instructors who actively track student progress can recognize and celebrate students' achievements. Acknowledging progress and providing positive reinforcement can enhance student motivation, self-efficacy, and engagement in the learning process (Deci & Ryan, 2000). It is also worthy to note that keeping up with students' progress provides instructors with valuable data to inform their decision-making processes. It allows them to evaluate the effectiveness of their instructional approaches, curriculum design, and assessment methods, and make data-driven adjustments to improve teaching and learning outcomes (Guskey, 2007).

As the results indicate, instructors are only sometimes holistically aware of their students' progress. One of the major challenges that instructors face is their workload. One of the respondents said that: "on average, I teach 3 classes per week or more, so it is very difficult to follow with each student and their progress". Divaris et al., (2008) emphasize that instructors often have heavy teaching and research, which can limit the time and resources available for closely monitoring each student's progress. The demands of their workload may make it challenging to dedicate sufficient attention to tracking individual students' progress on a regular basis.

It could also be due to the reason that Moroccan university classes are large. In larger classes, it can be more difficult for instructors to keep track of each student's progress. The sheer volume of assignments, assessments, and interactions makes it more challenging to provide personalized attention to every student (Kingston et al., 2023). A respondent

mentioned that: “it is hard to use formative assessment when we have large groups. Attendance is optional so you might have an idea about one’s student’s progress, but not the other.” Institutions also may not have established mechanisms or systems in place for instructors to monitor student progress easily and consistently. Without proper tools or platforms for tracking and analyzing student data, instructors may find it more challenging to stay aware of each individual student’s progress. In some cases, instructors may not have effective channels of communication with their students to gather updates on their progress. If there are limited opportunities for students to share their achievements or concerns, instructors may rely on intermittent feedback or assessments to gauge student progress.

11. Instructors and Students Satisfaction of Teaching Methodologies

The importance of instructors meeting their students’ satisfaction when it comes to teaching methodologies lies in fostering effective and engaging learning experiences. When instructors align their teaching methodologies with students’ preferences and needs, several benefits can be observed. According to D’Souza, Venkatesa-perumal, Radhakrishnan and Balachandran (2013) By catering to students’ preferences, instructors can create a conducive learning environment that promotes active engagement and participation. This can lead to improved understanding, retention, and application of knowledge, resulting in better learning outcomes for students.

Also, when students feel that their preferences and learning styles are respected and incorporated into the teaching methodologies, they are more likely to be motivated and engaged in the learning process. This can contribute to higher levels of student interest, participation, and overall satisfaction with the course. In addition to that, adapting teaching methodologies to students’ satisfaction allows for a more personalized approach to instruction. Recognizing and accommodating diverse learning preferences, such as visual, auditory, or kinesthetic, helps cater to the individual needs and strengths of students, promoting a deeper understanding course content (Gray & DiLoreto, 2016).

When instructors prioritize meeting their students’ satisfaction, it creates a positive classroom climate characterized by mutual respect and collaboration. This fosters a supportive learning environment where students feel valued, comfortable expressing their ideas, and actively participating in discussions and activities. To elaborate on this, by aligning teaching methodologies with students’ satisfaction, instructors adopt a student-centered

approach to instruction (Borda et al., 2020). This approach places students at the center of the learning process, empowering them to take ownership of their education and fostering a sense of autonomy and responsibility. Overall, meeting students' satisfaction with teaching methodologies can contribute to a more positive and effective learning experience. It enhances student engagement, motivation, and academic success while promoting a student-centered and inclusive learning environment.

According to the results, instructors typically strive to meet their students' satisfaction with their teaching methodologies, but there may be instances where this goal is not always prioritized. As stated by Diaz-Maggioli (2004), instructors possess expertise and experience in their respective fields, which guides their choice of teaching methodologies. They have a deep understanding of the subject matter and the most effective ways to facilitate learning. While they may consider student feedback and preferences, they also rely on their professional judgment to determine the most appropriate teaching approaches.

Instructors design their courses with specific learning outcomes in mind, aligning with program requirements and educational standards. Sometimes, meeting these outcomes may necessitate the use of certain teaching methodologies that students may not prefer. Biggs (2001) attests that instructors prioritize delivering the necessary knowledge and skills for students to achieve the desired learning outcomes. Furthermore, students have diverse learning preferences and styles. While instructors aim to accommodate and engage students, it is challenging to cater to the individual preferences of every student. Different teaching methodologies suit different students, and finding a balance that meets the needs of the majority while still achieving the desired learning outcomes is crucial.

Another interpretation could be instructors considering the effectiveness of teaching methodologies in promoting learning and critical thinking. While student satisfaction is important, it is not the sole determinant of effective teaching. Instructors may choose methodologies that encourage deep understanding, critical analysis, and the development of essential skills, even if they may initially challenge or frustrate students.

E. Demonstrating Knowledge of the Course Content

1. Instructors and Student-centeredness in the Course Content

The importance of student-centered course content can be understood from various perspectives. When course content is student-centered, it is more relevant and relatable to students' interests and experiences. This increases their engagement and motivation to learn, as they see the direct relevance and applicability of the content to their own lives. (Hudson, 2007)

Also, student-centered course content encourages active learning, such as discussions, problem-solving activities, and collaborative projects. Barr and Tagg (1995) believe that this shifts students from passive recipients of information to active participants in the learning process, promoting deeper understanding and critical thinking skills. McComb and Whisler (1997) add that by considering students' diverse backgrounds, learning styles, and abilities, student-centered course content allows for personalized learning experiences. It acknowledges that students have unique needs and accommodates different learning preferences, fostering a supportive and inclusive learning environment.

As the results indicate, instructors often prioritize student-centered course content, but there may be instances where they do not exclusively use this approach. As Torrence et al., (2017) confirm different disciplines have their own unique content, methodologies, and standards that need to be covered in a course. In some cases, the content itself may be more instructor-driven due to its foundational nature. While instructors strive to create student-centered experiences, they may need to balance disciplinary requirements and student-centered approaches.

It is important to mention that the learning objectives of a course play a significant role in determining the content and instructional strategies used. Some objectives may require more direct instruction or specific content delivery to ensure that students acquire foundational knowledge or skills. In these cases, instructors may adopt a more instructor-centered approach to meet the intended outcomes. Another way to look at this is that the level of the course and the readiness of the students can influence the instructional approach. According to King et al. (2012), in introductory or lower-level courses, students may have limited prior knowledge, and instructors may need to provide more structured content delivery to establish foundational understanding. As students progress through higher-level courses, there may be more opportunities for student-centered approaches as they become more capable of independent exploration and critical thinking. This was confirmed by one of the respondents as they said that: "I can be more student-centered in my approach if my

students are ready to be more responsible for their learning, and at times, whether they are undergraduate or graduate students makes all the difference".

2. Instructors and the Content relating to Intended Learning Outcomes

Student-centered course content promotes deeper understanding, critical thinking, and active engagement, leading to enhanced learning outcomes. When students see the relevance and applicability of the content to their lives, they become more motivated and invested in their learning journey.

Additionally, students come from various backgrounds and have different learning preferences and abilities. Student-centered course content acknowledges and accommodates these diversities. It allows for flexibility and customization, enabling instructors to adapt the content to meet the individual needs of their students, fostering a supportive and inclusive learning environment (Zhu, Yu & Riezebos, 2016). Another benefit is developing higher-order thinking skills. Student-centered course content encourages students to think critically, analyze information, and apply their knowledge in real-world contexts.

According to Mynard and Stevenson (2017), student-centered course content empowers students to take ownership of their learning. It provides opportunities for them to explore their interests, make connections between the content and their personal goals, and take responsibility for their academic journey. This promotes autonomy, self-directed learning, and lifelong learning skills. Student-centered course content focuses on the relevance and significance of the subject matter to students' lives, careers, and societal contexts. It helps students see the practical applications and implications of what they are learning, making the learning experience more meaningful and impactful.

According to the results, instructors generally prioritize ensuring that the content of their courses aligns with the intended learning outcomes of the program. However, there may be instances where this is not always the case. Instructors often design their courses within the context of specific program requirements and constraints. They need to cover a certain amount of content within a limited timeframe (Darling-Hammond et al., 2005). As one of the respondents asserted: "I have to respect the intended learning outcomes provided to us by the department and make sure it aligns with what other professors are doing since we want to standardise exams, and this leaves little room for student input" Sometimes, these constraints can make it challenging to perfectly align every aspect of the content with the program's

learning outcomes. Instructors may need to make strategic decisions to balance the content coverage and ensure essential learning outcomes are addressed.

Additionally, Programs and educational institutions undergo periodic reviews and updates to reflect the changing needs of the field or industry. As a result, learning outcomes and program objectives may evolve over time. Instructors make efforts to align their course content with the intended learning outcomes, but there may be instances where the content needs to be adapted or updated to match the revised program objectives. This process may not always be immediate, leading to some discrepancies. Another interpretation to these results could be that learning outcomes in a program are typically multifaceted and encompass a range of knowledge, skills, and competencies. According to Milem, Chang and Antonio (2005), while instructors strive to address all aspects of the learning outcomes, it is challenging to cover every element comprehensively within a single course. They may prioritize certain aspects of the outcomes based on the course's specific focus, prerequisites, or sequence in the curriculum.

3. Instructors Awareness of Course Components

It is crucial for instructors to be well-informed on all components of the course. Being well-informed about all aspects of the course allows instructors to effectively plan and organize their teaching. They can ensure that the content, instructional strategies, assessments, and learning activities align with the intended learning outcomes and are coherent and purposeful (Davis, 2009). This comprehensive understanding enables instructors to create a well-structured and engaging learning experience for students.

Additionally, instructors who possess in-depth knowledge about the course components can better facilitate student learning. They can make informed decisions about how to present the content, employ appropriate teaching strategies, and provide relevant resources and materials (Brookfield & Preskill, 2016).

It is also worthy to note that being well-informed about all components of the course equips instructors to address student inquiries and concerns effectively. Students may have questions about the content, assignments, assessments, or other course-related matters. When instructors have a comprehensive understanding of the course, they can provide accurate and timely responses, fostering a supportive and conducive learning environment (Nilson, 2016). To add, being well-informed about all aspects of the course enables instructors to be

adaptable and flexible in their teaching. They can make necessary adjustments based on student feedback, emerging trends, or changes in the learning environment (McKeachie et al., 2013). This adaptability ensures that the course remains current, relevant, and responsive to the evolving needs and expectations of students.

According to the results, instructors strive to be well-informed about the components of the course. This could be for several reasons. Instructors understand that being well-informed about the components of the course enables them to deliver effective teaching and enhance student learning outcomes. When instructors have a deep understanding of the content and learning objectives, they can design and deliver instruction that is coherent, relevant, and engaging (Biggs, 2003). One of the respondents mentioned that: "as a faculty member, I need to always be updated on the latest research, so I can modify the content of the course to keep up with the latest research". This ensures that students receive high-quality education and can achieve the desired learning outcomes.

Instructors understand that being well-informed about the course components contributes to effective classroom management. When instructors have a clear grasp of the curriculum, assessments, and instructional materials, they can effectively organize and structure their classes. This includes sequencing the content, allocating appropriate time for different activities, and ensuring a smooth flow of instruction (Davis, 2009). Such organization promotes a positive and productive learning environment, allowing for optimal student engagement and participation.

Instructors recognize that being well-informed about the components of the course enhances their expertise and credibility as instructors. Students expect their instructors to possess deep knowledge in their field of study and to be well-prepared to deliver instruction (Hattie & Marsh, 1996). When instructors demonstrate their expertise through comprehensive knowledge of the course components, it instills confidence and trust in students, facilitating effective teaching and learning interactions. This is confirmed by one of the respondents as they said: "Of course I must be well-informed of all components of my course since I have be well prepared for any inquiry my students have!"

Instructors understand that being well-informed about the course components is essential for their own professional growth and continuous improvement. By staying updated and knowledgeable, instructors can reflect on their teaching practices, identify areas for

improvement, and seek opportunities for professional development (Seldin & Miller, 2010). This commitment to continuous improvement ensures that instructors remain effective and relevant in their teaching practices over time.

4. Instructors and Defining Course Content

The importance of having well-defined and manageable course content for students can be outlined in different points. Well-defined course content provides clear expectations to students regarding what they need to learn and achieve throughout the course. It helps them understand the scope, sequence, and organization of the content, allowing for better planning and time management (Nilson, 2010). Clear expectations enhance students' understanding of their learning goals and enable them to focus their efforts effectively.

Well-defined course content ensures a logical and coherent learning progression. It helps students build foundational knowledge and skills before moving on to more advanced concepts (Wiggins & McTighe, 2005). A well-structured curriculum enables students to develop a solid understanding of the subject matter and facilitates their ability to connect new information with previously learned material. Well-defined course content helps instructors design a manageable workload for students. By breaking down the content into manageable units or modules, students can better navigate through the material and allocate their time and efforts accordingly (Davis, 2009). This approach prevents overwhelming students with an excessive amount of content and allows for a balanced learning experience.

According to the results, instructors do not always strive to make their course content well-defined and manageable. This could be interpreted in many ways. Some disciplines or topics within a course may inherently be complex or challenging to grasp. One of the respondents mentioned that: "the content I teach is very abstract, so I have to take this into consideration and make the content more manageable for the students". According to Mishra and Koehler (2006), instructors aim to make the content accessible and understandable, but the nature of the subject may present difficulties. In such cases, instructors may need to strike a balance between simplifying the content and ensuring that key concepts are adequately covered.

Programs and courses often have a defined curriculum that covers a wide range of topics or skills. Balancing the depth and breadth of the content can be a challenge (Conley, 2008). While instructors strive to provide a comprehensive understanding of the subject

matter, there may be limitations on how extensively each topic can be covered. They need to make decisions on what content is most crucial and manageable within the given timeframe. Courses have specific timeframes and class schedules, which can impact the level of detail that can be covered. Instructors need to prioritize and allocate time to different topics or concepts, considering the learning objectives and desired outcomes. Time constraints may lead to some trade-offs in terms of content coverage, making it challenging to make all aspects of the course easily manageable for students.

The preparedness and prior knowledge of students can vary. Instructors need to gauge the students' level of understanding and adjust the content accordingly. Another respondent asserted that: "I must make the content I teach organized in a way that is easy for students to understand". Striking a balance between challenging students and ensuring that the material is manageable for their current skill and knowledge level can be a complex task. Instructors rely on various resources and materials to support their teaching. However, Estabrooks, Lee and Gyurcsik (2003) say that the availability and accessibility of quality resources can vary. In some cases, limitations in resources may make it challenging to provide content that is perfectly well-defined and manageable for students.

5. Instructors and Students Interdisciplinary Research

Interdisciplinary research refers to collaborative efforts that integrate knowledge, methodologies, and perspectives from multiple disciplines to address complex research questions or solve real-world problems. It involves crossing disciplinary boundaries and encourages collaboration between experts from different fields (Klein, 2010).

Interdisciplinary research is important for students for many reasons. Interdisciplinary research exposes students to a broader range of perspectives and approaches, allowing them to develop a more comprehensive and holistic understanding of complex issues. By engaging with diverse disciplines, students can explore connections between different areas of knowledge, identify patterns, and gain a deeper appreciation of the complexity of real-world problems (Klein, 2010). Additionally, critical Thinking and Problem-Solving: Interdisciplinary research promotes critical thinking and problem-solving skills. It challenges students to think beyond the boundaries of their own discipline and encourages them to integrate knowledge and methodologies from different fields (Frodeman et al., 2010). This

interdisciplinary approach fosters creativity, innovation, and the ability to tackle complex problems from multiple angles.

Another aspect to add is that interdisciplinary research often requires collaboration among students from different disciplines. By working together, students develop skills in teamwork, effective communication, and collaboration across diverse perspectives (Klein, 2010). These skills are highly valuable in today's interconnected and collaborative work environments. Also, interdisciplinary research enables students to address real-world problems that are often complex and require a multidimensional understanding. By engaging in interdisciplinary projects, students can apply their knowledge and skills to real-world contexts, making their learning experience more relevant and meaningful (Frodeman et al., 2010).

As the results show, instructors may only sometimes encourage students to conduct interdisciplinary research. This can be interpreted in different ways. According to MacLeod (2018), some institutions may have disciplinary boundaries and rigid academic structures that make it challenging to support and facilitate interdisciplinary research. Instructors may face institutional barriers, such as limited resources, departmental silos, or lack of interdisciplinary collaboration platforms, which can hinder their ability to promote and facilitate interdisciplinary research opportunities for students. This is confirmed by one of the respondents who stated that:

> "I can only encourage interdisciplinary research if I can collaborate with other professors from other disciplines, and if I can invite other professors to give lectures in other disciplines, and doing this is very hard with the lack of resources and collaboration".

Again, instructors may have expertise and specialization in specific disciplines, and they may be more comfortable and familiar with traditional disciplinary approaches. Engaging in interdisciplinary research often requires stepping outside of one's comfort zone, learning new methodologies, and collaborating with experts from different fields. Some instructors may feel less confident or experienced in facilitating interdisciplinary research and may therefore be less inclined to encourage it among their students. Additionally, instructors often have demanding teaching, research, and administrative responsibilities (Jacobs & Winslow, 2004). Integrating interdisciplinary research into their own work and promoting it among students

may require additional time and effort. Limited time and heavy workloads can be barriers to actively promoting and supporting interdisciplinary research opportunities for students.

To add, academic cultures and disciplinary norms can influence instructors' perspectives on interdisciplinary research. Some disciplines may prioritize disciplinary-focused research and value depth of knowledge within a specific field. As mentioned by Campbell (2005), instructors influenced by such norms may be less inclined to promote interdisciplinary research among their students. Also, instructors may perceive certain disciplines or research areas as having more immediate relevance or better funding opportunities. This perception can influence their encouragement and support of interdisciplinary research. If they believe that interdisciplinary research may be less valued or supported in terms of grants or funding, they may be less likely to actively encourage students to pursue it.

6. Instructors and Using Formative Assessment

As Al Khayat (2021) defines it, formative assessment is defined as the "process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (Popham, 2008, p. 5). It aims to identify aspects of learning as it is developing to deepen and shape the learning process. If the information gathered with the assessment tools indicates unsatisfactory progress, then it is necessary to identify weaknesses and conduct remedial teaching. Satisfactory progress permits the teaching process to continue as planned. Formative assessment goes hand in hand with the teaching process; it provides both the teacher and the student with feedback; increases the class interaction process; and help teachers predict the successful performance of their students (McCarthy, 2017; Vonderwell, Liang & Alderman, 2007).

According to the results, instructors do not use formative assessment to gauge and test students' knowledge and skills. One of the possible explanations why this is happening is focusing on Summative Assessment. Glazer (2014) attests that educational institutions often prioritize summative assessments, such as exams or final projects, as they are typically used for grading and evaluating student performance. This was confirmed by one the respondents who stated that: "We do not use formative assessments because we are only required to do summative assessment at the end of each semester". The emphasis on summative assessment

may overshadow the importance of formative assessment, which is designed to provide ongoing feedback and support student learning. Leaders may inadvertently prioritize summative assessments over formative assessment practices.

Another possible explanation is the time constraints that instructors and educational leaders face. Implementing formative assessment practices requires time and effort on the part of both instructors and students. One of the respondents said that: "In Moroccan higher education, there is no formative assessment, and instructors do not have enough time to do it." Educational leaders may be hesitant to promote formative assessment if they perceive it as adding an additional burden on already busy instructors or if they anticipate resistance from faculty who may be concerned about the time required to implement and provide feedback on formative assessments (Carless, 2007).

Another possibility that is somehow outside of the control of instructors and educational leaders is external pressures. External pressures, politicized student governing bodies or accountability measures, can influence the assessment practices emphasized by educational leaders. One of the respondents complained that: "the instructors do not have complete freedom when it comes to how we can assess students and what we can teach." If the focus is primarily on meeting external requirements, leaders may be less inclined to prioritize formative assessment, which may not be as directly tied to external measures or high-stakes outcomes. This leads to another possible explanation for why formative assessment is not used in assessment culture and institutional norms. The existing assessment culture and institutional norms can impact the promotion of formative assessment. If the prevailing culture emphasizes more traditional assessment methods or places greater value on summative assessment, leaders may be less likely to actively encourage formative assessment. Shifting the assessment culture requires a concerted effort and may take time.

7. Instructors and Using Technology in the Teaching and Learning Process

Technology use in the classroom refers to the integration of various technological tools, devices, and digital resources to support and enhance the learning experience. It encompasses the use of computers, tablets, interactive whiteboards, educational software, online platforms, multimedia resources, and other digital technologies to facilitate teaching, learning, and assessment processes (Roblyer & Doering, 2014).

The importance of technology use in the classroom is widely recognized for its potential to positively impact teaching and learning. One of the many benefits of using technology in the classroom is enhancing engagement and interactivity among students. Technology can captivate students' attention and make learning more interactive and engaging. Interactive multimedia elements, online simulations, virtual field trips, and gamified learning experiences can stimulate student interest, promote active participation, and deepen understanding (Prensky, 2001).

Another benefit to using technology in the classroom is access to information and resources. Technology provides students with instant access to vast amounts of information, diverse perspectives, and up-to-date resources. Online databases, digital libraries, educational websites, and open educational resources broaden students' horizons, promote independent research, and support collaborative knowledge-building (Lamb, 2011).

As the results show, instructors may only sometimes use technology in the classroom due to various factors and challenges. One of these factors is access to technology and the infrastructure of the institution. One of the respondents confirmed this by stating that: "Using technology in my classes is almost impossible unless I would be using very basic ICT tools such as PowerPoint slides". According to Lim et al. (2013), limited access to technology and inadequate technological infrastructure in educational institutions can hinder consistent and widespread use of technology in the classroom. Insufficient availability of devices, unreliable internet connectivity, or outdated software and hardware can pose barriers to effective technology integration. Another reason why instructors could be using technology only sometime sis the technological competence and training. Instructors may have varying levels of technological competence and comfort with using technology in their teaching practices (Rogers, 2000). Limited training opportunities or lack of support in developing digital literacy skills and pedagogical knowledge for effective technology integration can impact their confidence and willingness to use technology in the classroom.

At times, technology may not always fit the teaching methodologies or content of the course, so instructors need to consider the pedagogical relevance and alignment of technology with their teaching goals and disciplinary context. Another respondent mentioned that: "I do not really feel the need to use technology all the time because the lectures I use do not necessitate technology use". As Miller (2014) says, some subjects or instructional

methods may lend themselves more naturally to technology integration, while others may require more thoughtful adaptation or may not benefit significantly from technology use.

It may not always be course related issues with technology, sometimes it could be institutional support. The availability of institutional support, resources, and policies can significantly influence instructors' technology adoption. One of the respondents expressed their frustration by stating that: "the university does not help us in using technological educational tools because the infrastructure is very old and cannot sustain using technology". Adequate technical support, training opportunities, access to educational technology tools, and a supportive institutional culture can encourage and facilitate technology integration.

8. Instructors and Students' Satisfaction of Course Content

Students' satisfaction with course content refers to the extent to which students find the material, curriculum, and instructional resources engaging, relevant, and aligned with their learning goals and expectations. It reflects students' subjective evaluation of the content's quality, effectiveness, and overall fulfillment of their educational needs. One study by Ramsden and Entwistle (1981) highlights the importance of course content satisfaction in student learning outcomes. The researchers found that when students perceive course content as relevant, intellectually stimulating, and aligned with their interests and goals, they are more likely to engage actively, develop deeper understanding, and achieve better academic performance.

Course content satisfaction is influenced by various factors, including the clarity of learning objectives, the organization and structure of the material, the inclusion of real-world applications, and the use of diverse instructional methods (Coombs & Potts, 2014). Additionally, the opportunity for student input, flexibility in content delivery, and the integration of technology can also contribute to enhancing students' satisfaction with course content (Lopez-Fernandez et al., 2020).

As the results indicate, instructors strive to meet their students' expectations when it comes to course content for several reasons. One of which is when instructors align course content with students' expectations, it enhances students' engagement and motivation in the learning process (Kebritchi, Lipschetz & Santiague, 2017). When students find the content relevant, interesting, and applicable to their academic and career goals, they are more likely to actively participate, invest effort, and maintain a positive attitude towards their studies.

Additionally, meeting students' expectations regarding course content contributes to the achievement of desired learning outcomes. When the content is well-matched to students' needs and interests, it facilitates the acquisition of knowledge, understanding of concepts, development of critical thinking skills, and application of learning in real-world contexts.

Furthermore, instructors recognize that student satisfaction is an important aspect of the educational experience. By meeting students' expectations regarding course content, instructors contribute to higher levels of student satisfaction. Satisfied students are more likely to report positive experiences, demonstrate higher levels of commitment to their studies, and have a higher likelihood of success in the course (Schreiner & Nelson, 2013). Moreover, another possible explanation or interpretation is the fact that meeting students' expectations regarding course content contributes to the creation of a positive and inclusive learning environment. When instructors take into account students' diverse backgrounds, learning styles, and prior knowledge, they can design and deliver content that accommodates different student needs and promotes an inclusive educational experience.

F. Research, Innovation and Facilities

1. Instructors access to Library Facilities

Teaching materials refer to the resources, tools, and materials used by instructors to support the instructional process and facilitate student learning. These materials can include textbooks, lecture notes, handouts, multimedia resources, online materials, research articles, case studies, simulations, and other relevant educational resources. The library plays a crucial role in providing access to a wide range of teaching materials, making it an essential resource for instructors (Olapiriyakul & Scher, 2006).

Jaguszewski and Williams (2013) attest that it provides instructors with access to a wide range of teaching materials that are not always freely available online. This allows instructors to explore diverse perspectives, in-depth research, and authoritative sources to enrich their teaching materials.

According to the results, instructors may sometimes choose not to use the library to find teaching materials. This could be interpreted according to different reasons. With the widespread use of digital resources and online databases, instructors may find it convenient to rely on freely accessible materials available on the internet. Online platforms, open

educational resources (OER), and subject-specific repositories provide quick and easy access to a wide range of teaching materials without the need for library assistance. In this regard, one of the respondents said that: “I do not feel the need to visit the library for any resources since everything is digitalized, and I can find what I need on the internet”. Or it could be that the available library is not up to date and instructors just do not bother to go look for materials there. One of the respondents complained that: “There is no library for instructors to use.”

Also, instructors who have been teaching the same course or subject for a long time may have developed their own collection of teaching materials and resources. They may have curated a set of materials that they find effective and relevant to their teaching approach, reducing the need to constantly seek new materials from the library. This was confirmed by another respondent who stated that: “I do not really need any other materials since I already have all the materials I need for my classes. if I have to do more research on the subject matter, I mostly use the internet”. Sometimes, as Austin (2002) attests, instructors often face time constraints due to teaching responsibilities and other professional obligations. As a result, they may opt for more time-efficient methods of finding teaching materials, such as searching online databases or using resources they are already familiar with, rather than spending time exploring the library’s collection.

2. Instructors Access to Information, Communication and Technology Support

Access to information, communication, and technology support refers to the availability and provision of resources, tools, and assistance that enable individuals to effectively utilize information, communicate efficiently, and leverage technology for various purposes. It encompasses ensuring that people have the necessary means to access, use, and benefit from information, communication channels, and technological tools.

According to the International Federation of Library Associations and Institutions (IFLA), access to information is defined as “the right and ability of individuals and communities to seek, receive, and impart information effectively” (IFLA & McKee, 2017). It emphasizes the importance of ensuring equitable access to diverse sources of information, promoting information literacy, and addressing barriers to information access.

Communication support involves providing tools, channels, and resources for interpersonal and group communication. This includes various means of communication such as email, messaging platforms, social media, video conferencing tools, and collaborative platforms. It also entails fostering inclusive communication practices, accommodating different communication styles and preferences, and addressing communication barriers to ensure effective and meaningful interactions (Safko, 2019).

Technology support refers to the provision of assistance, resources, and infrastructure for utilizing technology effectively. It encompasses access to hardware, software, and technological tools required for various tasks such as research, teaching, learning, and administrative functions. Technology support also involves providing technical assistance, training, and troubleshooting services to help individuals navigate and overcome technology-related challenges or issues they may encounter (Choi & Chung, 2021).

According to the results, instructors may not have access to ICT (Information and Communication Technology) support in some institutions. This can be the case for a variety of reasons. Some institutions may have limited financial resources allocated to ICT infrastructure and support. This can result in insufficient funding for technology resources, hardware, software licenses, and technical staff, leading to a lack of comprehensive ICT support for instructors.

It is worthy to note that in some cases, institutions may prioritize other areas of investment over ICT support. They may allocate resources to other academic or administrative functions, neglecting the development and maintenance of robust ICT infrastructure and support services for instructors (Pucciarelli & Kaplan, 2016). Another interpretation could be the fact that certain institutions may face challenges in establishing and maintaining a reliable and up-to-date technological infrastructure. Factors such as outdated or incompatible systems, inadequate network connectivity, or limited access to necessary software and tools can hinder the provision of effective ICT support to instructors.

At times, institutions may struggle to recruit and retain qualified technical staff who can provide ICT support to instructors, so the institution would not be able to recruit any. Additionally, the lack of ongoing training and professional development opportunities for technical personnel can limit their ability to offer comprehensive support for instructors' ICT needs. One of the respondents reported that: "In my university, there is no ICT Support."

3. Instructors' Awareness of Updates related to University Software

Technological infrastructure in educational institutions refers to the underlying framework and components that support the integration and use of technology for various purposes, such as teaching, learning, research, and administrative functions. It includes hardware, software, networks, servers, internet connectivity, and other technological resources that enable the effective and efficient use of technology within the institution (Knezek, 2009).

The importance of instructors' full awareness of any updates to the technological infrastructure in educational institutions can be understood in several ways. Firstly, awareness of updates allows instructors to align their teaching practices with current technological capabilities and best practices. It enables them to leverage the latest advancements in technology to enhance instructional strategies and engage students in meaningful ways (Czerniewicz et al., 2020).

Additionally, being fully aware of technological infrastructure updates is important for instructors to ensure efficient administrative functions. Updates to the infrastructure often involve changes in systems, software, or network configurations that impact administrative processes. Instructors need to be aware of these updates to effectively use administrative tools and systems, such as student records management or communication platforms, and streamline their administrative responsibilities (Kim et al., 2010).

As the results show, instructors may only sometimes be aware of ICT updates in the institution because there may be a lack of effective communication channels between the institution's ICT department and instructors. In this vein, one of the respondents stated that: "I do not always know about updates when it comes to the website, and I am not aware if we have any other virtual servers other than the ones we are already using." If updates and changes are not adequately communicated to instructors, they may remain unaware of the ICT updates taking place in the institution (Lynch, 2003).

Additionally, instructors may not have direct access to ICT-related information or platforms where updates and announcements are shared. This could be due to limitations in the institution's communication systems or lack of clear dissemination strategies for ICT updates. To add, Hall and Loucks (1978) report that instructors often have numerous

responsibilities, including teaching, research, and administrative tasks. Keeping up with ICT updates may not be their primary focus, and they may not actively seek out information unless it directly affects their teaching or work.

4. Instructors and Educational Tools and Platform Training

The importance of training on educational tools and platforms by the institution lies in its ability to support instructors in effectively integrating technology into their teaching practices and enhancing student learning experiences. Training in educational tools and platforms equips instructors with the knowledge and skills necessary to optimize technology use in their teaching. It helps them explore innovative instructional strategies, adapt to diverse learning styles, and create engaging learning environments (Bower, et al., 2015).

Additionally, training allows instructors to discover how to use educational tools and platforms to foster active learning and student engagement. They can learn how to incorporate multimedia resources, interactive activities, and collaborative tools that enhance student participation and motivation (Graham, Tripp, Seawright, & Joeckel, 2019). Another aspect of this is supporting differentiated instruction. They can learn how to use educational tools and platforms to provide individualized feedback, adaptive learning experiences, and tailored resources (Hartshorne, Friedman, & Hill, 2018).

In other ways, training on educational tools and platforms facilitates a smooth implementation process. Instructors can understand the purpose, functionalities, and best practices of the tools, ensuring their successful integration into the curriculum and alignment with educational goals (Ertmer et al., 2012). In addition to that, training also enhances instructors' confidence in using educational tools and platforms, reducing anxiety and resistance to technology adoption. This increased confidence positively impacts their productivity, efficiency, and overall satisfaction with the teaching and learning process (Kimmons & Hall, 2016).

According to the results, instructors are not receiving training on educational tools and platforms from their institutions. There are many ways that these results can be interpreted. One way to interpret this is that institutions may not prioritize faculty training on educational tools and platforms due to competing demands and priorities. One of the respondents alluded to this by saying: "I don't think that the university prioritizes faculty

training as much as it should since we have few professional development opportunities in this regard".

Other institutional needs, such as infrastructure development, curriculum design, or accreditation requirements, may take precedence over faculty development initiatives. Consequently, training on educational tools and platforms may not receive sufficient attention or resources (Carlson & Gadio, 2002). The problem with many Moroccan higher education institutions is that most of them may have limited technological infrastructure or outdated systems that make it challenging to offer effective training on educational tools and platforms. Insufficient access to necessary hardware, software, or network capabilities can hinder the delivery of comprehensive training programs for instructors.

It could also be since instructors and institutional leaders may not be fully aware of the potential benefits and importance of training on educational tools and platforms. They may not recognize the impact that technological integration can have on teaching and learning outcomes. Another respondent reported that: "I don't feel that it is necessary for me to attend these workshops since I do not use a lot of technology in my classes". As a result, institutions may not prioritize or invest in training programs, if instructors possess the necessary skills or can acquire them independently (Barr & Tagg, 1995).

G. Research Supervision

1. Instructors and Communicating institutional Standards to Supervisees

It is incredibly important for supervisors to effectively communicate research standards to their supervisees. Clear and comprehensive communication of research standards helps ensure research integrity, ethical conduct, and adherence to institutional guidelines. Effective communication of research standards by supervisors helps establish a foundation of research integrity. It ensures that supervisees understand the importance of proper data collection and analysis, accurate reporting, and responsible publication practices (Committee on Science, Engineering, and Public Policy, 2009).

Furthermore, institutions have specific policies and guidelines related to research, including ethical considerations, data management, intellectual property, and publication practices. By communicating these standards to supervisees, supervisors ensure that research

activities align with institutional requirements, minimizing the risk of non-compliance (National Academies of Sciences, Engineering, and Medicine, 2018). This would lead to enhancing the search quality conducted by supervisees. Clear communication of research standards helps improve the overall quality of research. By providing guidance on research design, methodology, data analysis, and reporting, supervisors can help ensure that the research meets rigorous standards and produces credible and reliable results (Kallestinova, 2011).

Another reason why it is important for supervisors to engage in this communication is that they can help their supervisees develop research skills. Effective communication of research standards allows supervisors to guide and mentor their supervisees in developing essential research skills. By clarifying expectations, providing feedback, and offering constructive criticism, supervisors can help enhance their supervisees' abilities in conducting research, critically evaluating literature, and disseminating findings (Gibbs, 2010).

As the results show, supervisors do not always communicate the institution's standards and procedures to their supervisees due to a variety of reasons. These results can be interpreted in different ways. Sometimes, supervisors themselves may not have a clear understanding of the institution's standards and procedures, especially if they have not received adequate training or updates on these matters (Elliott et al., 2010). In such cases, they may find it challenging to effectively communicate the information to their supervisees.

There could also be assumptions on the side of supervisors that their supervisees are allowed of these regulations and standards especially if they belonged to the university prior their joining of the doctoral program. Denicolo (2004) explains that supervisors may assume that their supervisees are already familiar with the institution's standards and procedures, especially if the students have been in the program for some time or have completed prerequisite courses. As a result, they may not actively communicate or reinforce this information, assuming it is already understood. This is confirmed by one of the respondents when they said that: "I don't need to communicate the research standards that the institution puts forward because I understand that the potential candidates are already aware of the norms of research". Also, in some cases, supervisors may not receive adequate support or guidance from the institution itself regarding the communication of standards and procedures. This lack of institutional support can make it more challenging for supervisors to fulfill this responsibility consistently.

2. Instructors and Supervisee Progress

The importance of instructors monitoring their supervisees' progress lies in promoting academic and professional development, ensuring the quality of research and scholarly work, and providing support and guidance throughout the educational journey. Monitoring supervisees' progress allows instructors to assess their performance, identify areas of strength and areas for improvement, and provide timely feedback and guidance. This process contributes to the academic and professional development of supervisees, helping them acquire the necessary skills, knowledge, and competencies to excel in their field (Golde, 2005).

Another important aspect to this is that through regular monitoring, instructors can ensure the quality and integrity of research and scholarly work conducted by their supervisees. They can review research proposals, provide input on research methodologies, monitor data collection and analysis, and guide the interpretation of findings. This oversight helps maintain high standards of research and ensures that scholarly work aligns with institutional and disciplinary norms (Lee, 2007).

Monitoring supervisees' progress also allows instructors to identify any challenges or obstacles that supervisees may face in their academic journey. By being actively involved and aware of their progress, instructors can offer appropriate support, resources, and interventions to address these challenges and help supervisees stay on track (Jacobi, 1991). Not only that but monitoring supervisees' progress helps establish accountability and encourages effective time management. Instructors can set clear expectations, establish milestones and deadlines, and help supervisees manage their workload. This monitoring process fosters responsibility and helps supervisees develop essential skills in planning, organization, and self-regulation (Fagenson, 1993).

As the results show, supervisors may not always consistently monitor the progress of their supervisees for a variety of reasons. This could be interpreted in many ways. Supervisors often have multiple responsibilities, including their own research, teaching, administrative duties, and mentoring multiple supervisees (Ketner, Cooper-Bolinskey & VenCleave, 2017). The demands on their time and the volume of work may limit their capacity to closely monitor the progress of each supervisee on a continuous basis. In this regard, one of the respondents confirmed this by saying that: "I am pre-occupied with many

different responsibilities and workload, and I trust my students to update on any research progress that they are making". this testimony also confirms the next point.

It is important to note that supervisors may have confidence in the abilities of their supervisees and provide them with a certain level of autonomy in their research or project work. Gottlieb, Robinson and Younggren (2007) exemplify that if supervisors trust that their supervisees are capable and responsible, they may not feel the need to closely monitor their progress at every stage. Furthermore, Supervisors and supervisees may have different communication styles or preferences. Some supervisors may prefer a more hands-off approach, allowing supervisees to take ownership of their work and seek guidance as needed. This approach may result in less frequent monitoring of progress.

While it is ideal for supervisors to consistently monitor the progress of their supervisees, various factors can influence the frequency and intensity of supervision, and this is done to improve the quality of the work submitted at the end of the doctoral journey. However, it is important to note that supervisors still play a critical role in providing guidance, support, and timely feedback to their supervisees to ensure progress and success in their research or projects.

General Conclusion

A. Summary of the Findings

To conclude, the thesis investigated both instructors' role in improving quality in higher education as well as identifying which practices, they engage in inside the classroom. The study also attempted to investigate how educational leaders could be key agents in improving quality in higher education and what leader behaviors they engage in according to the instructors. The study also managed to pinpoint the frequencies by which they engage in such practices in their institution. This was done with the hope to gauge the quality in higher education institutes FLDM-USMBA as a case study.

Overall, educational leaders play a crucial role in improving the quality of higher education. They are responsible for guiding and shaping the direction of educational institutions, fostering a culture of excellence, and implementing strategies to enhance teaching, learning, and overall academic experiences. When it comes to implementing the vision, mission and strategic objectives, instructors are not always aware of the institution's mission and strategic objectives, they sometimes follow and implement them, and they hardly contribute as stakeholders in the decision-making of the institution.

When it comes to instructors and educational leaders working as a team, educational leaders only sometimes communicate the intended learning outcomes of the program instructors are a part of; in addition to that, educational leaders only sometimes work towards instructors' satisfaction. Moreover, educational leaders sometimes communicate mobility and research opportunities transparently to instructors. Instructors also are unsure or think that only sometimes educational leaders recruit other instructors according to the criteria shared publicly before.

Not to mention that instructors believe that educational leaders sometimes provide a suitable environment for teaching and learning. Also, they believe that only sometimes do educational leaders encourage and reward conducting research. Moreover, instructors report that educational leaders only sometimes or not at all encourage their fellow instructors to innovate their teaching methodologies. Furthermore, instructors believe that only sometimes their educational leaders encourage them to use technology tools. Additionally, instructors think that their educational leaders only sometimes encourage them to use educational platforms.

To build on that, they also think that their educational leaders provide their fellow instructors with opportunities for training on technology use in the classroom. Instructors also

report that their educational leaders evaluate the program they belong to. In addition to that, they report that their educational leaders oversee assessment procedures of the courses they teach. They then reported that their educational leaders make sure that instructors report the course assessment results to the concerned parties.

Instructors play a crucial role in improving the quality of higher education. They have a direct impact on student learning experiences, engagement and overall educational outcomes. For students' backgrounds, needs and learning preferences, instructors reported that their students do not and are unsure whether their students report on their performance in class. Additionally, they reported that they are either sometimes or most of the time aware of their students' abilities and disabilities, and they also reported that they are aware of their students' social backgrounds. They also report that they use teaching strategies that support the abilities of their students. Moreover, they report that their students improve their intellectual abilities as they also report that they are aware of their students' needs.

Instructors play a crucial role in improving the quality of higher education. They have a direct impact on student learning experiences, engagement and overall educational outcomes.

Additionally, they also report that they work on their syllabus based on the students' needs. They also report that they do not always vary their teaching materials to accommodate their students' needs, they only do that sometimes or most of the time, and that they share and state clear objectives with their students most of the time. Furthermore, instructors also act as guides to their students most of the time. Moreover, they report that they make sure to have their teaching philosophy to be more student-centered.

Not to forget that instructors also report that they are clear about their learning process and its purpose with their students most of the time, and they also report that they most of the time make sure to give constructive feedback to their students. Furthermore, instructors also make sure to deliver the content of their course clearly and efficiently most of the time. To add, they also report that they do not use a variety of activities in their coursework (group work, peer work, technology-based projects) during class time. Also, they report that they encourage students' engagement and participation most of the time.

In addition, Instructors report that they either sometimes or most of the time promote their students' learning autonomy. They also report that they are holistically aware of their students' progress. They report that they make sure to meet their students' satisfaction when it comes to their teaching methodologies.

When it comes to demonstrating knowledge of the course content, they report that the content they use for their courses is student-centered. Moreover, they also report that they make sure the content works towards the intended learning outcomes of the program. In terms of knowledge of components of the course, instructors report that they always are informed of the course content, but they only make sure that the course content is well-defined and manageable for students most of the time. Also, instructors encourage students to go beyond the course material and do interdisciplinary research on related topics only sometimes and most of the time. They also report that they do not use formative assessment to test students' knowledge. Moreover, they reported that they do not use summative assessment to test their students' culmination of knowledge and skills at the end of the course.

Additionally, instructors report that they use technology in the teaching and learning processes most of the time. Moreover, they also make themselves available to their students view office hours and appointments, and they report that they most of the time deal ethically and transparently with their students. Furthermore, they also report that they make sure to meet their students' satisfaction when it comes to their courses' content.

For research, innovation and facilities, instructors report that they either most of the time or sometimes have access to library facilities for teaching materials and research. Moreover, they report that they sometimes have access to information, communication, and technology support. If there are any updates in software, university website, or visual servers, instructors report that they are only sometimes made aware by the concerned services. In addition to that, they report that they do not get training on educational tools and platforms provided by their institution from experts. Furthermore, instructors report that they are aware of the nature and role of research in their institution most of the time. They also report that they follow the institution's standards and procedures concerning papers and articles most of the time as well.

When it comes to research supervision, instructors report they make sure to communicate the institutions' standards and procedures concerning writing theses to their supervisees most of the time. In addition, they report that they follow the institutions' national and international integrity guidelines most of the time as well, and they also report that they most of the time effectively monitor their supervisees' progress. Furthermore, they most of the time report that they collaborate with their supervisees on research projects. It is

also worthy to note that they help their supervisees integrate in academia most of the time through communicating research and work opportunities with them.

B. Recommendations

There are many implications to draw from the findings of this study. These implications could touch upon many aspects of higher education, and they could help move the wheel forward to improve the general state of the quality in higher education. This section will be divided into the areas that were investigated in this study. They are as follows:

1. Implementing the Vision, Mission, and strategic Objectives

Since instructors are only most of the time made aware of their institutions' mission and strategic objectives, the educational leaders should implement a communications' system that regularly updates all instructors with any changes in their institutions' mission and objectives. This is how they would be able to follow and implement their institution's vision and their day-to-day practices. It is very important that educational leaders periodically check what activities instructors are engaging in to uphold the institutions mission. This can be done through surveys and even focus groups on which instructors can discuss and decide on how better they can follow the mission put forward by the institution. Last but not least, the instructors report that they only sometimes contribute to the decision-making of the institution. This can be averted if the educational leaders can communicate better with instructors and give them space where they can voice out their contributions in decision-making activities.

2. Working as a team

As reported, instructors do not always communicate the intended learning outcomes to their instructor colleagues. It would be more beneficial if educational leaders can share course descriptions and syllabi of already existing courses that instructors can get inspired from or even build on and improve. This would work for the betterment of the material used and it would tremendously help the students. Instructors also reported that their leaders only sometimes work towards their satisfaction or not at all. This could be avoided if educational leaders run satisfaction surveys with their departments and discus with the instructors what their wants and needs are, what could be changed, and how can it be changed for the better. It could also be done by establishing a reporting system in which instructors can speak on how their experience can be better in the institution.

Additionally, instructors report that their leaders only sometimes communicate mobility opportunities to them. The institutional leadership might do well in this regard if they establish an office that can be responsible for international mobility and collaboration. In this way, instructors would be able to get engaged in mobility and professional development exchanges. This office's responsibilities can be finding mobility opportunities, communicating them to faculty, and establishing communication and collaboration channels. As for recruitment, educational leaders could aspire for more fairness and transparency by sharing hiring criteria and even sharing CVs or credentials with instructors as well as establishing a database for all new and returning instructors to store information on it.

Leaders should also encourage conducting research and innovating teaching methodologies. This could be done via introducing financial incentives, grants or even promotional opportunities. Leaders could also facilitate and introduce instructors to professional development opportunities. Moreover, leaders could also encourage instructors to use technology tools and platforms more by providing training to instructors through the institution and outside as well. Not only that, but they could also provide IT support to their instructors and to help with any technical difficulties. When it comes to program evaluation, it doesn't seem that Moroccan higher education has an internal evaluation system that evaluates its programs. Leaders should make sure that their educational programs periodically go through systematic and rigorous evaluations that ensure that the program reaches its program goals and that its performance is satisfactory.

3. Background, Needs and Learning Preferences

Instructors can get to know their students' abilities and disabilities better if they could communicate in more efficient ways with their students through establishing better teacher-student relationships, this would encourage students to disclose such information to their teachers. Instructors could also do better in this regard if they run a survey with their students to see what learning disabilities their students could have, as small as that percentage might be, it could make a lot of difference even if it a student or two. This would definitely increase the instructors' awareness of the issues their students face. Doing this would also help in using strategies that accommodate the students needs. Such surveys not only will it help with student backgrounds and (dis)abilities, but it would also help in determining how can the students learn better and what their learning preferences are. This could also lead to better outcomes for syllabus building, the idea here is that instructors will be better equipped to build a syllabus that answers to the intended learning outcomes as well as the student needs

that they can get from conducting such surveys. This also would inform any decision-making on the part of the instructor when it comes to varying teaching materials that accommodates the learning needs of the students.

4. Demonstrating Knowledge of Teaching Strategies

Instructors do not always share or state clear objectives with students. This could be done better if instructors regularly use a standardized syllabus and share it with their students. This will serve as a reference for them whenever they wonder whether they are achieving the courses' objectives. Moreover, instructors could also make their philosophy of teaching more student-centred if there are caps on student numbers per class to decrease the class size. This would only possible if the FLDM-USMBA expands its facilities and has more classrooms that accommodates the huge number of students that enrol each year. This of course means that the institution needs to hire more staff and faculty to teach those classes. If FLDM-USMBA aspires to improve its quality, then it has to consider the student number per class as a core issue that necessitates dealing with.

This issue of class size has many repercussions, and among those is constructive feedback. Instructors are not always able to give feedback to their students since the class size is large. There are ways to counter this issue, and that could be through instructors allowing some sort of space for interested students who do seek such feedback and allowing them to come forward to speak on how they would prefer to get such feedback. This way at least a number of students will be able to better understand what they need to improve. Another percussion is the fact that instructors do not use a variety of activities in their coursework. Instructors should not let this problem be deciding factor in how they conduct their class. The instructors could still do pair work and group work when it comes to activities. This will force some instructors out of traditional ways of delivering course materials such as lecturing and presentations and make them involve the students in the learning process even more. This will help students participate and be more engaged which eventually promotes their learning-autonomy.

Instructors can improve their awareness of their students' progress if they can use office hours to allow students some space to discuss their progress. However, instructors do not have their own spaces where they can do such office work, and this is also a reason why some instructors have a hard time keeping up with each student and where they are learning wise. If there is very little communication among instructors and students and if there is no

rapport between them, instructors will have little understanding of what their students' needs are, and what methodologies to use. Instructors should always be in communication with their students to be more efficient in choosing course content and methodologies.

5. Demonstrating Knowledge of Course Content

Instructors do not always use content that is student-centred. This could be averted if instructors give their student a choice in the materials they are using. Not only that, but instructors could also focus on using engaging technology tools and platforms to share the course content. It would be better if students interacted with this content deliberately and actively on technological devices since this would allow for more engagement and discussions. The content should also be negotiated among both instructors and students and reach a decision concerning this content that can be beneficial for both as well. Both the syllabus and content used could be more manageable and defined for students if the instructors reconsider the structure by which they deliver it to students. This is not always the case since most instructors structure their content in lecture form which might not be as manageable for students.

When it comes to formative assessment, instructors do not formatively assess students. Obviously, this is the case because of the large class size, but this should not be a deciding factor in not using it. Formative assessment could also help inform the instructors in how the course is progressing, and even they cannot get the information from each single student in the class, they could still get that information by handing out a few surveys to gauge how they are moving through the course, and whether they are learning at an appropriate pace or not. Decreasing the number of students per class is a solution to many issues when it comes to the quality in FLDM-USMBA, and formative assessment is one of them. Individual summative assessment is also not used by the instructors to test knowledge and skills acquired (most of it is used as a pass/fail indicator, and not for feedback purposes at all). Summative assessment could also be a useful tool at the institutional level. The institution should enforce more ways to assess students other than summatively, and it should encourage the instructors to use more formative assessments to test their students.

Instructors only sometimes use technology in the teaching and learning process. In fact, instructors could be more encouraged to use technology in the classroom more if they get more continuous development opportunities for training, and if they get enough support

from their leaders and institution. They also could be more encouraged to use it if they were provided with the necessary hardware and software by their institution.

6. Research, Innovation and Facilities

Instructors only sometimes have access to facilities for teaching materials and research. The use of the library could be improved if there is an only equivalent that instructors could have access to at all times. This will necessitate software that is friendly and easy to use (this would help improve the students' experience in research as well). All instructors must have accounts that allow them access to teaching materials in the university library as well as access to literature to conduct research. This would necessitate a team that is well trained to handle such a feat. One of the reasons why instructors are not using technology tools in the classroom is probably because they do not have access to Information Communication and Technology support. The institution should invest more in providing instructors with support, by making grounds for an office that help instructors with technical support that is available during working hours and weekdays. Instructors are also only sometimes aware of updates in university websites or virtual servers. This could be avoided via establishing communication channels among educational leaders, instructors and ICT support units. Such units could also be responsible for helping provide training instructors in educational tools and platforms used by FLDM-USMBA.

7. Research Supervision

Supervisors make sure to communicate the institutions' standards and procedures concerning writing theses to their supervisees most of the time. This aspect could be optimized via holding workshops or information sessions for novice researchers that make them aware of such standards and procedures. Most of the time, supervisors monitor their supervisees progress. This could be improved if the supervisors and supervisees engage in regular periodic communication and meetings where both can touch base and get updates of the progress of the work. This is also done through doctoral study days where both students and instructors get together and discuss any issues the students are facing in their research. This, of course, would improve the teacher-student relationship, and it would encourage more collaboration among instructors and students on research projects.

C. Research Limitations

There were a few limitations when it comes to conducting this study. The main research challenge faced was the collection of data. Collecting data when the sample population is instructors can be quite difficult. Due to the tremendous duties that instructors have as instructors, the number of respondents was not reached. This is done with the hope to increase the generalizability of the findings and results. Although this study's findings could be generalized with a confidence level of 80%, it would still have been better if the confidence level reached a 90% or 95%.

Another limitation in this study is that qualitative methods were not used. Although the study is mainly trying to explore and identify practices of instructors and leaders, qualitative methods would have helped in explaining the reasons behind why instructors and educational leaders choose to behave in certain ways. Combining both qualitative and quantitative methods would lead to triangulation which is a certain way to increase the validity and reliability of the findings; however, qualitative data was not needed for the study at hand while validity was ensured in other ways.

These limitations, however, could open more doors for researchers. Now, that some of the practices and their frequencies have been identified. It is high time to properly investigate reasons and relationships between these variables. This would help in looking the quality in higher education issue through a different lens; a diagnostic lens that can help delimit the source of the issues and constraints educational leaders and instructors face and solve them.

For future researchers, quality in higher education is a pressing issue that looms over all stakeholders' heads, especially with the exponential growth higher education has known lately. The management of education through the global crises and pandemic that we still have yet to experience poses an important question: how will quality be ensured with all the challenges and demands of the 21st century? Future research endeavours in the field of educational leadership and education management need to consider these challenges and study their implications on the quality of higher education.

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Appendices

Appendix 1:

Instructors' Practices in Improving Quality in Higher Education

I am Khawla Akassri, I am a doctoral researcher, conducting research on the instructors' role in improving quality in higher education. I would love to hear from you about what practices you engage in to help students in their educational journey. The survey should only take 5 minutes of your time, and your responses will be completely anonymous.

If you have any questions about the questionnaire, feel free to contact me at: khawla.akassri@gmail.com

I really appreciate your input!

Demographic Information

Please, select the answer most authentic to you.

1. What is your age?
   a. 25 - 30 years old.
   b. 30 - 35 years old.
   c. 35 - 40 years old.
   d. 45 - 50 years old.
   e. 50 - 55 years old.
   f. 55 - 50 years old.

2. What is your gender?
   a. Male
   b. Female
   c. Prefer not to say

Implementing the Vision, Mission, Strategic Objectives

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
1. I am made aware of my institution's mission and strategic objectives.					
2. I follow and implement my institution's mission and strategic objectives.					
3. I contribute as a stakeholder to the decision-making of the institution.					

Please, if you have any comments, share here:

Working as a team:

"My leader" refers to the educational leaders in the institution like the head of the department, dean, university president, research lab president, etc.

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
4. My leader communicates the intended learning outcomes of the program I am part of to me and my colleagues.					
5. My leader works towards my satisfaction.					
6. My leader communicates mobility opportunities to me and my colleagues.					
7. My leader communicates research opportunities transparently to me and my colleagues.					
8. My leaders transparently recruited my colleagues according to the criteria shared publicly before.					
9. My leader provides a suitable environment for teaching and learning.					
10. My leader encourages and rewards conducting research.					
11. My leader encourages me to innovate my teaching methodologies.					
12. My leader encourages me to use technology tools.					
13. My leader encourages me to use educational platforms.					
14. My leader provides me and my colleagues with opportunities for training on technology use in the classroom.					
15. My leader evaluates the program I am in.					
16. My leader oversees assessment procedures of the courses I teach.					
17. My leader makes sure that I report the course assessment results to the concerned parties.					
18. My institution assesses my performance in class through peer observation.					
19. My students report on my performance in class.					

Please, if you have any comments, share here:

Investigating Students' Backgrounds, Needs and Learning Preferences

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
20. I am aware of my students' abilities and disabilities.					
21. I am aware of my students' social background.					
22. I use teaching strategies that support the abilities of my students.					
23. I help my students improve their intellectual abilities.					
24. I am aware of my students' needs.					
25. I build my syllabus according to my students' needs.					
26. I vary my teaching materials to accommodate my students' needs.					

Please, if you have any comments, share here:

Demonstrating Knowledge of Teaching Strategies

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
27. I share and state clear objectives with my students.					
28. I act as a guide to my students.					
29. I make sure my philosophy of teaching is student-centered.					
30. I am clear about the learning process and its purpose with my students.					
31. I make sure to give constructive feedback to my students.					
32. I make sure to deliver the content of my course clearly and efficiently.					
33. I use a variety of activities in my coursework (group work, peer work, technology-based projects) during class time.					
34. I encourage students' engagement and participation.					
35. I promote my students' learning autonomy.					
36. I am holistically aware of my students' progress.					

37. I make sure to meet my students' satisfaction when it comes to my teaching methodologies.					

Please, if you have any comments, share here:

Demonstrating Knowledge of the Course Content

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
38. I make sure the content I use for my courses are student-centered.					
39. I make sure to give students assignment to monitor their work.					
40. I make sure the content works towards the intended learning outcomes of the program.					
41. I am well informed on all the components of the course.					
42. I make sure the course content is well-defined and manageable.					
43. I encourage students to go beyond the course material and do interdisciplinary research on related topics.					
44. I use formative assessment to test students' knowledge and skills.					
45. I use technology in teaching and learning processes.					
46. I make sure to meet my students' satisfaction when it comes to my courses' content.					

Please, if you have any comments, share here:

Research, Innovation and Facilities

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
47. I have access to library facilities for teaching materials and research.					

48. I have access to Information, Communication and Technology support.					
49. If there are any updates in software, university websites, or virtual servers, I am made aware by the concerned services (Information and Technology Services).					
50. I get training on educational tools and platforms provide by my institution from experts.					

Please, if you have any comments, share here:

Research Supervision

This section is strictly exclusive to faculty members who supervise doctoral student theses. If this does not apply to you, please do not answer.

1. Please, pick the extent to which you do the following as an educator. (if you are not sure if the statement is true to you, please check the unsure option).

Statements	Un-sure	Not at all	Some-times	Most of the time	Always
51. I make sure to communicate the institutions' standards and procedures concerning writing theses to my supervisees.					
52. I effectively monitor my supervisees' progress.					

Please, if you have any comments, share here:

Appendix 2:

الأطروحة عنوان :الأساتذة دور في الجودة تحسين العالي التعليم

الأفاضل، الأعزاء أساتذتي

كما منكم وألتمس المهنية، حياتكم من جوانب تخص التي الأسئلة من عددا تتضمن التي الاستمارة هذه ملء بقبول تفضلكم على مسبقا أشكركم وتحديثه ببلادنا العالي التعليم نظام تجويد في البحث هذا يسهم أن أمل على الإجابات، في والموضوعية الدقة على الحرص فيكم معهود هو وتطويره

البحث شمولية في لرغبتنا العربية اللغة إلى الاستمارة ترجمة في الدقة عدم عن العذر منكم نلتمس لذا الإنجليزية باللغة الأطروحة هذه وأصل التخصصات لكل

العمر؟ من تبلغ كم

- 25 – 30 سنة
- 30 – 35 سنة
- 35 – 40 سنة
- 40 – 45 سنة
- 45 – 50 سنة
- 50 – 55 سنة

ما هو جنسك؟

- ذكر
- أنثى
- أفضل ان لا اقول

تنفيذ الرؤية والمهام والأهداف الاستراتيجية

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
أنا على دراية بمهام مؤسستي وأهدافها الاستراتيجية					
.أنا أنفذ مهام مؤسستي وأهدافها الاستراتيجية على قدر استطاعتي					
.أساهم في صنع القرار في المؤسسة 3					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

العمل كفريق

.من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
يقوم قائدي بإبلاغ نتائج التعلم المقصودة من البرنامج الذي أنا جزء منه لي ولزملائي					
قائدي يسعى لإرضائي					
يحرص قائدي على إبلاغي وزملائي بفرص تبادل الأطر على مستوى الجامعات الدولية					
يقوم قائدي بإبلاغي وزملائي عن فرص البحث بشفافية					
يقوم قادتي بعملية التوظيف بشفافية وفق المعايير المعتمدة والمعروفة سلفا					
يوفر قائدي بيئة مناسبة للتعليم					
قائدي يحرص على تشجيع الأساتذة ومكافأتهم على إنجاز البحوث					
يشجعني قائدي على تطوير منهجيات التدريس					
يشجعني قائدي على استخدام أدوات التكنولوجيا					
يشجعني قائدي على استخدام المنصات التعليمية					
يوفر لي قائدي ولزملائي فرصًا للتكوين على استخدام التكنولوجيا في الفصل الدراسي					
يقوم قائدي بتقييم البرنامج الذي أنتمي إليه					
يشرف قائدي على امتحانات المواد التي أقوم بتدريسها					
يحرص قائدي على التأكد من أنني أبلغت الجهات المعنية بنتائج الامتحانات					
تقيم مؤسستي أدائي في الفصل من خلال زيارة أحد الزملاء للتفتيش					
يقوم طلابي بالإبلاغ عن أدائي في الفصل دون الكشف عن هويتهم					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

التحقق من مستويات الطلاب واحتياجاتهم ورغباتهم في التعلم

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
أنا على دراية بقدرات طلابي					
أنا على دراية بالحالة الاجتماعية لطلابي					
أستخدم استراتيجيات التدريس التي تدعم قدرات طلابي					
أساعد طلابي على تطوير قدراتهم الفكرية					
.أنا على دراية باحتياجات طلابي					
.أقوم ببناء المنهج الدراسي المناسب لاحتياجات طلابي					
.أقوم بتنويع مواد التدريس الخاصة بي لتلائم احتياجات طلابي					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

إظهار المعرفة باستراتيجيات التدريس

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
.أشارك أهداف التعلم مع طلابي بوضوح					
.أنا أعمل كمرشد لطلابي .28					
.أتأكد من أن عمليات التدريس تتمحور حول الطالب					
.أتعامل بوضوح بشأن عملية التعلم مع طلابي					
.أقوم بتقديم ملاحظات (سلبية أو إيجابية) لطلابي					
.أقدم الجزء النظري لطلابي بشكل واضح وفعال					
أستخدم مجموعة متنوعة من الأنشطة في واجباتي الدراسية (العمل الجماعي العمل الازدواجي، المشاريع القائمة على التكنولوجيا) خلال وقت الفصل					
أنا أشجع الطلاب على الانخراط والمشاركة في القسم					
أعزز استقلالية التعلم لدى الطلبة					
أنا على دراية كاملة بالتطور المعرفي لطلابي					
ألبي رغبات طلابي في تغيير منهجية التدريس الخاصة بي					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

معرفة محتوى المواد

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
.أتأكد من أن المحتوى المُدَرَّسُ يركز على الطالب					
.أكلف الطلاب بإنجاز أعمال منزلية لمراقبة تطورهم					
أتأكد من أن المحتوى يعمل على تحقيق نتائج التعلم المرجوة في المقرر الدراسي.					
.أنا على اطلاع شامل بجميع مكونات المادة					
.أنظم محتوى المادة بطريقة فعالة وسهلة للطلاب					
.أستخدم محتوى يجذب اهتمام الطلاب					
أشجع الطلاب على عدم الاقتصار على مواد المقرر وإجراء بحوث متعددة التخصصات.					
.أستخدم المراقبة المستمرة لاختبار معرفة الطلاب ومهاراتهم					
.أستخدم التكنولوجيا في عمليتي التدريس والتعلم					
.ألبي رضا طلابي عندما يتعلق الأمر بمحتوى المادة التي أدرسها					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

البحث والابتكار والبنى التحتية

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
.أستطيع استخدام مرافق المكتبة في عملية البحث والتدريس					
.أستطيع الاستعانة بفريق المعلومات والاتصالات والدعم التكنولوجي					
في حالة وجود أي تحديثات في البرامج أو مواقع الجامعة أو الخوادم الافتراضية، فأنا على علم بذلك من خلال الجهات المعنية (فريق خدمات المعلومات والتكنولوجيا).					
أحصل على تكوين من خبراء لاستخدام الأدوات والمنصات التعليمية التي توفرها المؤسسة.					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا

تأطير بحوث ألإجازة و الماجستيرو الدكتوراة

من فضلك ، اختر إلى أي مدى تقوم بما يلي كـأستاذ

	لا أعلم	لا	في بعض الأحيان	إلى حد الكفاية	دائمًا
.أراقب بشكل فعال تقدم الطلبة الذين أشرف على أبحاثهم					
.أتعاون مع الطلبة الباحثين في مشاريع بحثية					

من فضلك ، إذا كان لديك أي تعليق ، شاركه هنا