

Sustainability of Learning Outcomes Quality in Light of Faculty Performance Evaluation from Students' Perspectives: A Case Study of Public sector Universities

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Abstract: The study objective was to test relationship between faculty performance evaluation and students sustainable learning outcomes quality among Saudi Arabia public sector universities. For this purpose, a quantitative correlational analytical methodology was employed where data collected from 650 students through the self-administered questionnaires using convenient sampling technique. The study results shown that there is a high level of satisfaction of students in the learning outcome quality and faculty performance evaluation. The study results also indicated that there is no statistically significant difference in the faculty performance and student learning outcomes on the bases of gender and academic level which is reflecting fair teaching practices and equitable educational opportunities within the university. Furthermore, a strong positive correlation was found between faculty performance evaluation and the continuity of learning outcomes which is being highlighting that improving teaching performance directly contributes to sustainable student learning. These findings contributed towards the importance of raising of culture of academic quality, leveraging student evaluations as a tool for continuous improvement, and linking learning outcomes to labor market needs to ensure their sustainability. The study also contributed to provide an evidence-based framework for developing educational policies that support sustainable teaching performance and sustainable continuous learning quality among the Saudi Arabia public sector colleges.

Keywords: Learning Outcomes Quality, Faculty Evaluation, Learning Continuity, Student Satisfaction, Higher Education.

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1. Introduction

The learning outcomes quality is considered to be one of fundamental concepts in higher education system due to its direct effect on graduates' ability to compete in the labor market and contribute effectively to societal development (Hasanah Lubis et al., 2023). Equally, it is one of the key essential pillar for the progress of any educational

system because it reflects the capacity of any educational institution to equip students with the knowledge, skills and competencies which are necessary to face the challenges of professional life and contemporary society (Sudrajat et al., 2024). In the same vein, in the modern learning education quality also serves as a core criterion for judging the academic program efficiency and teaching learning process efficiency (Ryan et al., 2022). It also refers to the extent where educational objective represented in knowledge, skills and values which are achieved through the learners upon completion of academic program, and their ability to apply these outcomes effectively in professional and social contexts (Boubker, 2024). On the other hand, Nurkhin et al.'s (2022) study also enforced that learning outcomes is concerned with the extent to which strong and tangible learning achievements are realized among students. These outcomes can be measured through standards that include cognitive understanding, practical skills, and ethical and professional engagement (Mursid et al., 2022). The quality of learning outcomes in higher education has become a central focus of academic policies worldwide due to its pivotal role in preparing graduates capable of meeting labor market demands and contributing effectively to economic and social development (Baginda, 2022). Emphasizing learning outcomes reflects a shift in university education from focusing on inputs and processes toward prioritizing measurable and assessable educational results, thereby enhancing alignment between education, labor market needs, and societal expectations (Aulianda et al., 2023). Based on these factors, learning outcomes becomes an important factor for achieving the competitive advantage of any organizations, and hence study focused on learning outcomes quality.

The learning outcomes quality is being influenced from various factors namely faculty competencies, teaching strategies, and relevance of academic content, the clarity of intended learning outcomes, and the presence of a supportive learning environment (Wu & Yu, 2024). From these factors, faculty teaching performance played an important role in enhancing learning outcomes quality, particularly through adopting active learning strategies, providing constructive feedback, and linking theoretical knowledge to practical application (Tong et al., 2022). In the meantime, these practices significantly influence to the students achievements and higher orders skills developments (Romadiah et al., 2022). Moreover, aligning the assessment models along with learning outcomes and adopting assessment for learning approaches contribute to improving the quality and sustainability of learning outcomes by promoting deep learning rather than surface learning (Ashraf et al., 2025). Yet, faculty performance remains the most important influential factor which is encompassing pedagogical competence, the use of technology, interactive teaching, and continuous assessment (Mohamed et al., 2025). Tayan et al. (2026) emphasized that effective teaching has a significant impact on learning outcomes quality and they also concluded that interventions based on continuous assessment enhance academic performance and support the sustainability of quality. Similarly, Pido et al. (2023) indicated that a supportive learning environment, the integration of modern technologies, and faculty competence are among the most prominent factors affecting the sustainability of learning outcomes quality. These previous studies highlighted that teacher performance evaluation is an integral factor to improve the students learning outcomes.

With the importance of students learning outcomes, sustainability is being reflected in an institutions ability to develop students learning outcomes in line along with the scientific and professional changes which increases from the ongoing evaluation of

faculty performance based on clear and transparent standards (Ashraf et al., 2025). Literature supported the view that to improve the sustainable learning outcomes quality, organizations required a accurate mechanisms for measuring teaching performance, not merely for accountability purposes, but as a human-centered tool for continuous professional development (Layague Jr et al., 2025). Other studies also highlighted that sustainability is being linked with the faculty members commitment towards the modern teaching and assessment strategies that foster deep and sustainable student learning (Goss, 2022). It is also important to note that faculty members constitute the core of teaching, learning, and assessment processes (Fisher et al., 2023). Importantly, faculty performance is also associated with a range of teaching practices, including the use of effective instructional methods, interaction with students, formative assessment, and the integration of modern educational technologies (Rafiq et al., 2024). Consequently, colleges must consistently emphasize adherence to professional standards, as effective university teaching can only be achieved by faculty who possess the competencies necessary to perform their roles efficiently (Ford-Baxter et al., 2022). Because of prior studies, higher education institutions are increasingly required to adopt best practices for improving the sustainable quality of their outputs through systematic evaluation, enhancement, and development of faculty performance (Monari et al., 2023). These prior studies highlighted the importance of teacher's performance evaluation to improve the sustainable learning outcomes of students and accordingly studies focused on testing the relationship of teacher's performance evaluation and student's sustainable learning outcomes in colleges.

In response to the growing emphasis on quality assurance and academic accreditation in Saudi colleges, and despite the abundance of research, most existing studies have adopted a general approach to examining the relationship between teacher performance evaluations and learning outcomes quality (Chang & Liu, 2025; Sabariah et al., 2025; Zhao, 2025). As, the education sector is really indicated persistent challenges which are being related towards the sustainability of learning outcomes quality and the limited utilization of assessment results in improving faculty performance. Accordingly, there is a clear need to evaluate faculty performance in a manner that ensures the sustainability of learning outcomes quality from students' perspectives at Public sector colleges. Furthermore, prior studies were also majorly focused on the developed or other economies with a limited focused on (Ahmad et al., 2025; Chang & Liu, 2025; Pratiwi et al., 2025; Sabariah et al., 2025). These studies emphasis to conduct research in the context of Saudi Arabia public sector colleges. The educational colleges in the Saudi Arabia played an integral role in preparing qualified teachers who contribute to improving the quality of education at all levels and supporting national development goals. They also contribute to advancing research, innovation, and professional training aligned with the Kingdom's Vision 2030 to build a knowledge-based society (Albaroudi & Iqbal, 2024). Therefore, to clear the previous gaps, study objective was to test relationship between faculty performance evaluation and students sustainable learning outcomes quality among Saudi Arabia public sector universities. To test this objective, it was segregated in three research questions.

1. What is the level of faculty performance, and sustainability of learning outcomes quality at public sector university of Saudi Arabia from students' perspectives?
2. Are there statistically significant differences in the sustainability of learning

outcomes quality based on faculty performance evaluation attributable to gender?

3. Are there statistically significant differences in the sustainability of learning outcomes quality attributable to academic level?
4. What is the relationship between faculty performance evaluation and the sustainability of learning outcomes quality?

The study has various theoretical and practical significance in the context of Saudi Arabia public sector colleges. Theoretical, study contributed towards the higher education quality assurance literature through addressing a contextual gap and extending the understanding of how faculty performance evaluation influences the sustainability of students' learning outcomes quality in emerging education systems. Through examining this relationship from students perspective, the research also enriches an outcomes based education and performance evaluation theories, particularly within systems undergoing rapid reform and accreditation expansion. It provides contextual evidence from Saudi Arabia, where educational colleges play a central role in preparing future teachers aligned with national transformation strategies. From the practical perspectives, research is also significant because this study offered an evidence-based guidance for policymakers, academic leaders, and quality assurance units to strengthen faculty appraisal systems and ensure that evaluation results are effectively utilized to enhance long-term learning sustainability.

2. Literature Review

Learning outcomes quality is a fundamental concept in higher education system due to its direct effect on graduates' ability to compete in the labor market and contribute effectively to societal development (Hasanah Lubis et al., 2023). Furthermore, it is one of the key essential pillar for the progress of any educational system because it reflects the capacity of any educational institution to equip students with the knowledge, skills and competencies which are necessary to face the challenges of professional life and contemporary society (Sudrajat et al., 2024). Similarly, modern education learning quality also serves as a core criterion for judging the academic program efficiency and teaching learning process efficiency (Ryan et al., 2022). The learning outcomes quality is being influenced from various factors namely faculty competencies, teaching strategies, and relevance of academic content, the clarity of intended learning outcomes, and the presence of a supportive learning environment (Wu & Yu, 2024). From these factors, faculty teaching performance played an important role in enhancing learning outcomes quality especially through adopting the active learning strategies and linking theoretical knowledge towards the practical application (Tong et al., 2022).

Furthermore, other study also emphasized that teaching evaluation is being also recognized a fundamental mechanism for increasing the educational quality and improving the students learning quality (Hasanah Lubis et al., 2023). Natale's (2024) study also enforced that teacher's evaluation also significantly influence student achievement which is highlighting the importance of systematic evaluation in identifying effective instructional strategies which is improving the student's learnings outcomes. In the same vein, Mohamed et al.'s (2025) research also emphasized that assessing

the teaching effectiveness provided towards a measurable evidence of the instructional impact which is enabling towards the pedagogical approaches. Maqbool et al.'s (2024) study also highlighted found that structured evaluation mechanisms from the teacher's perspective contribute significantly towards the improvement of classroom performance. Alzahrani and Alhalafawy's (2023) further research also found that teacher performance evaluation positively and significantly influence to the student learnings outcomes through the reflective teaching and pedagogical content knowledge which is being strengthened when educators critically assess their instructional practices. Furthermore, Yamashita and Cress (2023) emphasized on the formative assessment of teachers performance evaluation is being positively and significantly increases the students engagement which increases the student learnings outcomes. In other study it was also found the significant relationship of teachers performance evaluation and students learnings outcomes (Hasanah Lubis et al., 2023). They also argued that further research could be conducted on the college level students to increase the results variations.

Further study also emphasized that an effective teaching evaluation framework raises a culture of continuous improvements in the students learnings outcomes (Yu & Xu, 2022). They also suggested student learning behavior could be when the teachers have effectively integration of technology in the organizations. In other study, it was also found that a better faculty evaluation through the students evaluation has been shown a positive impact on the students learning outcomes which is reinforcing the notion that evaluation serves as a developmental rather than merely supervisory tool (Rafiq et al., 2024). Abujreiban's (2023) study also reported a positive relationship between faculty teaching practices and learning outcomes quality. Further empirical study also highlighted that student evaluation of faculty performance is deemed both important and necessary, as students' judgments are often characterized by credibility due to their direct observation of classroom practices (Barcarse, 2024). Research indicates that constructive evaluation of faculty performance enhances student motivation and classroom interaction, thereby positively influencing learning outcomes (Phulpoto et al., 2024). Other study also enforced that learners' capabilities while providing faculty members with meaningful feedback to improve their teaching practices and offering university administrations insights into course quality and faculty competence for institutional improvement (Chaudhry et al., 2023). Other study also demonstrated that student evaluation is a significant indicator of teaching effectiveness and learning quality, particularly when designed on scientific foundations aligned with intended learning outcomes (Arifin et al., 2024).

Kilag and Sasan (2023) conducted a study aimed at analyzing the relationship between constructive alignment of teaching and assessment and the quality of learning outcomes in higher education institutions. The study found that high quality learning is being when teachers have proper integration towards the technology infrastructure. In other study, it was also emphasized that Alwi and Mumtahana (2023) significantly increases the students learning quality when the students have proper faculty evaluation because it improves the feedback system of teachers and it also increases the students interaction and formative assessment among the students. On the other hand, Bower et al.'s (2024) study results also demonstrated that involving students in teaching evaluation enhances the quality of learning outcomes. They also

suggested that disregarding student feedback leads to weakened sustainability of educational quality. These prior studies highlighted that students faculty evaluation is positively interrelated with the students learning outcomes quality.

Equally, Mursid et al. (2022) explored the relationship between teaching performance evaluation systems and learning outcomes quality in higher education institutions. The study found that institutions utilizing multi-source evaluation systems (students, peers, and administration) achieved higher levels of learning outcomes quality compared to institutions relying on single-source evaluation. The study underscored the importance of the student voice within evaluation systems. On the other hand, Goss (2022) and Nguyen et al. (2022) examined the impact of faculty evaluation systems on institutional learning outcomes. The study revealed that continuous evaluation of faculty performance contributes to improved teaching quality and, consequently, to the sustainability of learning outcomes quality, particularly when evaluation is linked to professional development programs. On the other hand, Goss (2022) addressed the concept of continuous improvement of learning outcomes quality in higher education through teaching performance evaluation. The study concluded that sustaining learning outcomes quality requires flexible evaluation systems focused on improving faculty performance based on students' learning results. The study recommended granting students an active role in the evaluation process.

Maqbool et al.'s (2024) study further examined the role of faculty performance evaluation in ensuring educational quality. The study noted a weakness in utilizing evaluation results to achieve sustainable improvement in learning outcomes. Alzahrani and Alhalafawy's (2023) study findings also confirmed that students perceive teaching quality as directly reflected in their academic achievement and skill development. On the other hand, Rucker et al.'s (2023) study also analyzed the impact of university teaching practices on learning outcomes quality in light of total quality standards. The study results found that improving faculty performance through continuous evaluation contributes to enhancing learning outcomes quality. They also highlighted that students learning is increased with the students received feedback from their teachers on time. In contrast to previous study, it was found negative correlation between teachers evaluation and student learnings outcomes (Nagle et al., 2025). While, other study found that faculties who receive the structured evaluations are being demonstrated significant improvements in the teachers curriculum which in leads to improves the academic performance (Slijepcevic & Huang, 2025). Further study also suggested that when students evaluation is being linked towards their professional development programs of the faculty then the teacher's performance is increased which leads significantly improvements in the student's learning outcomes is studied by Alzahrani and Alhalafawy (2023). These empirical studies supported the view that well implemented faculty evaluation significantly improve the student's learnings outcomes quality.

The reviewed literature demonstrates a general consensus on the importance of faculty performance evaluation in improving learning outcomes quality and ensuring its sustainability. However, most studies have focused on the perspectives of administrators or faculty members, while studies addressing students' perspectives remain limited, particularly within the context of Public sector colleges. Accordingly, the present study seeks to address this research gap.

3. Research Methodology

The study aim to analyze the influence of faculty performance evaluation on sustainability of students learning outcomes among public sector university of Saudi Arabia. For this purpose, study tested the quantitative research approach where data collected using the self-administered questionnaires. This approach allows for describing the phenomenon under investigation as it exists in reality and analyzing the relationships among its variables without researcher intervention or manipulation (Holton & Burnett, 2005). On the other hand, researchers employed the cross sectional research design. The cross sectional research design allowed to collect data from a population at a single point in time, providing a clear snapshot of current trends, relationships, and characteristics. It is particularly useful for identifying associations between variables efficiently and cost-effectively, especially in large populations (Hunziker & Blankenagel, 2024). In this regards, the research used the cross sectional research approach.

3.1. Study Population and Sampling

The study population consisted undergraduate students enrolled at Saudi Arabia public sector colleges during the first academic semester of the 2024–2025 academic year, across various scientific and humanities colleges. These students represent the primary stakeholders directly affected by faculty performance and the quality of learning outcomes. From the population, study sample was being selected using convinient sampling to ensure adequate representation of the study population and to provide equal opportunities for all individuals to participate. The questionnaire was distributed among 750 undergraduate students using self-administered questionnaires. From these 680 questionnaires were returned back, where 650 questionnaires were valid for further analysis. This response rate is considered to be effective for the current study (Fox et al., 1988). The study data were analyzed using the Statistical Package for the Social Sciences (SPSS), version (26), employing the following statistical techniques: Pearson's correlation coefficient, Cronbach's alpha coefficient, means and standard deviations, Pearson's correlation to examine relationships among variables, the independent samples *t*-test, and one-way analysis of variance (ANOVA). The levels of response to the questionnaire items and dimensions were classified into three categories as follows: Low: 1.00 – 2.33, Moderate: 2.34 – 3.66, High: 3.67 – 5.00

3.2. Demographic Analysis

Table 1 presents the characteristics of the study sample and its distribution according to the independent variables. The study results the equal proportion of male and female students which is showing the equal proportion of sample representation. On the other hand, most of the respondents were being 21-33 years of age which is indicating that majority are within the typical undergraduate age range. While, most percentage of the students is being enrolled in the scientific colleges as compared to the humanities colleges, though both disciplines are well represented. In other words, distribution among the academic years is being relatively higher participation from the second and third level students. With respect to academic performance, the largest group of students reported a CGPA between 3.01 and 3.50, suggesting generally satisfactory academic achievement, while smaller proportions fall into lower and higher CGPA categories; above results are depicted in Table 1.

Table 1: Demographic Profile.

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	325	50.0
	Female	325	50.0
Age Group	18–20 years	210	32.3
	21–23 years	300	46.2
	24–26 years	100	15.4
	Above 26 years	40	6.1
College Type	Scientific Colleges	360	55.4
	Humanities Colleges	290	44.6
Year of Study	1st Year	150	23.1
	2nd Year	170	26.2
	3rd Year	180	27.7
	4th Year	150	23.1
CGPA	Below 2.50	90	13.8
	2.50 – 3.00	180	27.7
	3.01 – 3.50	230	35.4
	Above 3.50	150	23.1

3.3. Research Instrument and Validity

The research instrument was adopted based on the prior literature based on the theoretical and empirical studies. Sustainability learning outcome quality was measured from 8 questions. On other hand, teachers performance evaluation was comprises from 12 questions. Questionnaires measured on five point Likert scale. For the validation of the questionnaire, the questionnaires was reviewed from three panel of experts. The panel of experts reviewed the questionnaires and suggested some clarity statements related to linguistic accuracy, and comprehensiveness of instrument for covering the study variables. The researchers fills all the requirements of the corrections in the final version of questionnaires. Further, internal consistency of questions was assessed using the Alpha values. The recommended value should be 0.7 or greater and all values were greater than 0.7 which shown the constructs reliability for the data collection. Results are in Table 2 below.

Table 2: Reliability Coefficients for the Overall Scale and Sub-Dimensions.

Dimension	Number of Items	Cronbach's Alpha
F aculty Members' Performance Evaluation	12	0.79
Sustainability of Learning Outcomes Quality	8	0.74
Overall Instrument	20	0.81

4. Statistical Methods Used

4.1. Research Questions Results

This section presents the results obtained after statistically analyzing and processing the study data, as follows:

4.2. First Research Question

What is the level of faculty members' performance, and the sustainability of learning outcomes quality at Public sector colleges from the students' perspective?

Means and standard deviations were calculated to determine the level of faculty member's performance, and the sustainability of learning outcomes quality at public

sector colleges from the students' perspective. The results are presented in Table 4. The results indicated that the mean score of faculty performance evaluation, the mean score reached 4.19 with a standard deviation of 0.59, indicating a very high level of faculty performance from the students' perspective. These results reflect a high level of student satisfaction with faculty performance, particularly regarding the humanistic and interactive aspects of teaching. This emphasize the critical role of positive student–faculty relationships in enhancing the quality of education. Regarding the dimension of continuity of learning outcomes, the mean score was 3.98 with a standard deviation of 0.66, which also represents a high level. The results indicate that faculty performance contributes to the long-term retention of knowledge and enhances students' motivation for self-directed learning. This is a positive indicator for the sustainability of learning. Above results are depicted in Table 3.

Table 3: Means and Standard Deviations of the Level of Learning Outcomes Quality.

No.	Statement	Mean	SD	CV	Frequency Percentage	Level of Satisfaction
Faculty Performance Evaluation						
1	The faculty member demonstrates thorough mastery of the course content.	3.73	0.75	20%	80%	High
2	The faculty member clearly explains the course objectives and requirements for success from the beginning.	4.03	0.83	21%	79%	High
3	The faculty member selects diverse learning activities that align with the course content and objectives.	3.84	0.99	26%	74%	High
4	The instructor encourages me to ask questions and discuss my own ideas during instruction.	4.40	0.73	17%	83%	High
5	The faculty member delivers the course using a variety of teaching approaches (e.g., discussion sessions, case studies, field visits, field projects).	3.65	0.78	21%	79%	Moderate
6	The faculty member links the course content to real-life practical applications.	4.18	0.66	16%	84%	High
7	The instructor's approach to presenting course content helped me understand it and improve my knowledge and skills.	4.24	0.54	13%	87%	High
8	The faculty member graded students' work according to clear criteria that ensured objectivity.	3.76	0.97	26%	74%	High
9	My grades in exams, assignments, and various assessment methods are provided continuously and in a timely manner.	4.08	0.68	17%	83%	High
10	Examination questions are clearly worded and appropriate for the allocated exam time.	4.38	0.75	17%	83%	High
11	Examination questions are comprehensive and aligned with the course content and objectives.	3.96	0.96	24%	76%	High
12	The faculty member's performance motivates me to engage in continuous learning.	4.01	0.74	18%	82%	High
Sustainability of Learning Outcomes Quality						
1	Faculty members' performance helps consolidate what I learn over the long term.	3.73	0.75	20%	80%	High
2	Teaching methods help me retain information and knowledge after the course has ended.	4.04	0.83	21%	79%	High
3	The quality of faculty members' performance influences my motivation to continue self-directed learning.	3.85	0.99	26%	74%	High
4	The feedback provided by faculty members contributes to improving my future learning.	4.39	0.73	17%	83%	High
5	Positive interaction with faculty members helps me develop my academic skills.	3.64	0.78	21%	79%	Moderate
6	Faculty members' performance enhances my capacity for lifelong learning.	4.18	0.67	16%	84%	High
7	I feel that the quality of learning I achieve continues with me in subsequent courses.	4.24	0.53	13%	87%	High
8	Evaluating faculty members' performance contributes to the continuous improvement of learning quality.	3.76	0.97	26%	74%	High

4.3. Second research Question

To answer the second question: Are there statistically significant differences in the continuity of learning outcomes based on students' evaluation of faculty performance according to gender?

The means and standard deviations of the continuity of learning outcomes, in light of faculty performance evaluation, were calculated. An Independent Samples T-Test was conducted to determine whether there were statistically significant differences between the mean scores of male and female students. The results are presented in Table 4.

Table 4: Results of the Independent Samples T-Test for the Effect of Gender on the Continuity of Learning Outcomes.

Variable	Categories	N	Mean	SD	T	Sig.
Gender	Male	319	3.9811	0.117	-1.239	0.216
	Female	331	4.0028	0.122		

As shown in Table 5, there is no statistically significant effect of gender on the continuity of learning outcomes based on students' evaluation of faculty performance. This indicates that male and female students perceive the continuity of learning outcomes in a similar manner, suggesting that gender does not influence students' assessment of how faculty performance contributes to sustained learning.

4.4. Third Research Question

Are there differences in the continuity of learning outcomes based on students' evaluation of faculty performance according to academic level?

The means and standard deviations of the continuity of learning outcomes were calculated for each academic level, and a One-Way ANOVA was conducted to examine whether statistically significant differences exist among the mean scores of students at different levels. The descriptive statistics are presented in Table 5. As shown in Table 6, there are slight differences in mean scores across academic levels, suggesting a nominal variation; however, these differences do not indicate statistical significance.

Table 5: Means and Standard Deviations of Continuity of Learning Outcomes by Academic Level.

Academic Level	N	Mean	SD
First Year	182	3.9957	0.12102
Second Year	146	3.9958	0.12008
Third Year	177	3.9962	0.11735
Fourth Year	145	3.9789	0.12445
Total	650	3.9921	0.12053

Furthermore, to confirm the previous descriptive results, a One-Way ANOVA was conducted, and the results are presented in Table 6. The ANOVA results indicate that there are no statistically significant differences at $\alpha \leq 0.05$ between the mean scores of students across different academic levels regarding the continuity of learning outcomes in light of faculty performance evaluation. This suggests that students' perception of how faculty performance contributes to sustained learning is consistent across all academic years.

Table 6: One-Way ANOVA Results for Continuity of Learning Outcomes by Academic Level.

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Academic Level	Between Groups	0.032	3	0.011	0.745	0.526
	Within Groups	9.396	646	0.015		

4.5. Fourth Research Question

What is the relationship between faculty performance evaluation and the continuity of learning outcomes?

The Pearson correlation coefficient was calculated to examine the relationship between students' evaluation of faculty performance and the continuity of learning outcomes. The study revealed a strong correlation which is being statistical significant at the 0.01 level ($r = 0.74$). This result shown that when the students perceived a higher level of faculty performance then it increases the continuity of learning outcomes of the students; above results are depicted in Table 7.

Table 7: Correlation Table.

Variables Examined	Pearson Correlation (r)	Significance Level	Interpretation
Students' Evaluation of Faculty Performance & Continuity of Learning Outcomes	0.74	$p < 0.01$	Strong positive and statistically significant relationship

5. Discussion

The research objective was to analyze the relationship between faculty performance and students learning outcomes sustainability of Saudi Arabian public sector colleges. To achieve this objective, data collected from the public sector colleges of Saudi Arabia. First research question results shown the higher mean score values of the faculty performance evaluation. This results shown that students in public sector colleges observing that faculty content is delivery clear, and is responding and inquiring to the students on timely and constructive. On the other hand, students also responded that faculty is using innovative teaching strategies which is helping them to engage in the continuous learning process. Prior studies also shown that faculty performance evaluation is positively correlated with the students learning outcomes (Dinamling & Depaynos, 2025). These findings shown that faculty members in the Saudi Arabia colleges are not only viewed an effective knowledge transmitters but they also acts as an effective partners in the learning journey which is being raising motivation in both of inside and outside the classrooms.

Further results indicated that students have continuity in the learning outcomes on the second high prospective which is showing that students are perceiving the well quality learning process which is being consistent along with various semesters and their educational experiences. This is one of the best indicator for the educational process, curriculum integration, and teaching and assessment alignments. The findings is consistent with prior studies where they found that a structured learning outcomes in various academic years significantly contribute towards the sustainable student's progress which helps to increase their educational quality (Dinamling & Depaynos, 2025). This results shown that students in Saudi Arabia colleges are recognizing their experience in the education perspectives are being cumulative and

are being connected, which is helping to contribute in their personal and professional development from entry level to the graduation level, and this may help to achieve their competitive edge to students as compare to other students.

From the second research question, results indicating the no statistical differences found between faculty performance evaluation and students learning outcomes based on the gender perspectives. This result shown the fairness of teaching practices to improve the students learning outcomes. The result also indicated that faculty has no discrimination in the teaching practices from both of male and female. The result is supported with the prior studies where they found that gender does not significantly effects to faculty quality perceptions in the educational environments which improved the students learnings outcomes (Kreitzer & Sweet-Cushman, 2022; Spooren et al., 2013). Furthermore, digital transformation in the higher education which is including the learning management system which significantly contributing towards the educational experiences. Based on prior literature and current research findings, it is highlighted that findings are more significant for the Saudi Arabia colleges because these colleges are emphasizing more on quality assurance, digital transformation, and equal educational opportunities. Many public colleges operate under structured regulatory frameworks established by the Ministry of Education and the Education and Training Evaluation Commission (ETEC), which promote standardized academic policies and quality benchmarks. These reforms appear to have contributed positively to maintaining equitable academic environments for both male and female students which could help to improve their academic performance and competitive advantage of any organizations.

Third research question results shown that there is no statistically significant differences were observed in students' evaluations of learning outcomes continuity across academic levels (first through fourth year). This indicates that the quality and continuity of teaching are not linked to a specific year but represent a consistent institutional approach adopted across all levels. This reflects the alignment of curricula, the coherence of courses, and faculty adherence to clear performance and assessment standards applicable to all students, regardless of their academic stage. As a result, students across different levels share a similar perception of educational quality, confirming that learning is experienced as an ongoing and cumulative process that builds confidence in the institution's ability to prepare graduates with the necessary competencies. The results is consistent with the study of Kreitzer and Sweet-Cushman (2022) and Sabariah et al. (2025), where they emphasized the importance of constructive alignment and quality assurance in higher education. The result is also consistent with studies that highlight the concept of constructive alignment, where intended learning outcomes, teaching activities, and assessment methods are systematically aligned to ensure coherence across academic levels. Similarly, Sabariah et al.'s (2025) study also emphasized that institutions with well-established quality frameworks tend to demonstrate consistent student perceptions of teaching effectiveness across different cohorts and stages of study. These studies emphasized that colleges should focus on the faculty evaluation to improve their learning outcomes that could increase the students' academic performance.

Fourth research question results shown the significant relationship between the faculty performance evaluation and continuous learnings outcomes sustainability of public sector colleges. This results confirmed that teaching performance is no only effect on the immediate learning but it also effects on the long term learning retention.

This finding aligns with Siswanto et al. (2025), who emphasize that the true measure of educational quality lies in what students retain and apply after course completion, rather than solely in their test performance. This results shown that colleges sustainable learning outcomes are entirely depended on the effective teaching strategies which encourage on the active engagement and this could strengthen cognitive processing and support long-term retention. Therefore, faculty effectiveness is directly linked to students' ability to maintain effective learning outcomes. These findings are integral in the context of Saudi Arabia public sector colleges which indicated that colleges should have proper faculty appraisal system which are important to increase sustainability in the educational excellence. The findings also suggested that colleges should also strengthen to the faculty evaluation system which could ensure that teaching effectiveness translates into durable and transferable learning outcomes.

5.1. Theoretical Implications

The findings of this study offer some important theoretical implications for future research in quality and sustainable learning outcomes in higher education. First, it contributes to the literature by extending on theoretical perspectives of constructive alignment and outcome-based education in providing empirical evidence for a significant association between faculty performance and the sustainability of students' learning outcomes within Saudi Arabian public sector colleges. The results of this study support the theoretical model, according to Tang and Biggs (2007), that an appropriate match between teaching approaches, assessment methods and desired learning outcomes should lead to deep sustainable learning. Second, the paper adds to literature on equity and quality assurance showing that gender and academic level have no influence on perception of learning continuity (indicating equal institutional practices/ inclusive quality framework promoting fairness and consistency). Third, the study enriches sustainability scholarship in higher education by treating learning outcomes as long-term life skills rather than short-term academic accomplishments. This paper, by combining faculty assessment with learning continuation and sustainability into one analytical framework, offers a strong theoretical model describing the connection between teaching quality and sustainable education outcomes.

5.2. Practical Implications

Study practically contributed from both of Saudi Arabia educational policy makers and institutional development perspectives. The study results contributed significantly to strengthen the faculty appraisal system to ensured that teaching effectiveness could improves their rewards and awards when the students learning outcomes are properly aligned with the program learnings outcomes. The study could also help to contribute to the faculty member to encourage a multidimensional evaluation framework which could be include student's feedback, and outcomes based performance indication for continuously improvement in the teachers teaching effectiveness. Moreover, study also contributed to reinforcing the significance in maintaining standardized teaching policies, digital learning platforms, and transparent assessment criteria to preserve equity across gender and academic levels. The study also contributed to help to provide guidelines to the university leaders and policy makers towards in investing a continuous professional development programs which could improve the innovative based student-centered pedagogies.

6. Conclusion and Future Directions

The study objective was to test relationship between faculty performance evaluation and students sustainable learning outcomes quality among Saudi Arabia public sector universities. For this purpose, a quantitative correlational analytical methodology was employed where data collected from 650 students through the self-administered questionnaires using convenient sampling technique. The study results shown that there is a high level of satisfaction of students in the learning outcome quality and faculty performance evaluation. The study results also indicated that there is no statistically significant difference in the faculty performance and student learning outcomes on the bases of gender and academic level which is reflecting fair teaching practices and equitable educational opportunities within the university. Furthermore, a strong positive correlation was found between faculty performance evaluation and the continuity of learning outcomes which is being highlighting that improving teaching performance directly contributes to sustainable student learning. These findings contributed towards the importance of raising of culture of academic quality, leveraging student evaluations as a tool for continuous improvement, and linking learning outcomes to labor market needs to ensure their sustainability. The study also contributed to provide an evidence-based framework for developing educational policies that support sustainable teaching performance and sustainable continuous learning quality among the Saudi Arabia public sector colleges.

The study have limitations which could be addressed in future research. Firstly, study only covered the public sector colleges of Saudi Arabia while has limited focus on the private sector colleges that limited the generalizability of research. Therefore, to overcome this limitation, future research could be explored on the comparison of public sector colleges and private colleges. Secondly, study not focused on the regression model which limited the scope of study where cause and effect of study is ignored. Therefore, future research could be explored on the regression model to test the influence of teacher's performance evaluation on the students learning outcomes quality.

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