THE DEGREE OF APPLICATION OF ACADEMIC ACCREDITATION STANDARDS IN THE COLLEGES OF EDUCATION AT AL-JOUF UNIVERSITY FROM THE POINT OF VIEW OF FACULTY MEMBERS

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Abstract

The study aimed to reveal the degree of application of academic accreditation standards in the colleges of education at Al-Jouf University from the point of view of faculty members. To achieve the objectives of the study, the researcher prepared a tool consisting of five axes and included (42) paragraphs. in the available random way during the second semester (2022/2023 AD), The results of the study showed that the field of quality of student recruitment and selection ranked first, followed by the field of impact of academic programs in the second place, followed by the field of quality assurance and continuous improvement in the third place, followed by the field of educational knowledge in the fourth place, followed by the field of companies and field training in the last place. Arithmetic averages of the respondents' estimates on the questionnaire domains with a high degree of use. The results showed that there were no statistically significant differences due to the variables of gender and academic rank, and there were differences due to the number of years of service variable in favor of (5 to 10) years. The study recommended the dissemination of a culture of quality and standards of academic accreditation and the development of faculty members with global openness and exchange of experiences.

Keywords: Academic Accreditation Standards, Colleges of Education, Jouf University.

INTRODUCTION

The current era faces many challenges that have had an impact on educational institutions in general and teacher preparation institutions in particular; those challenges that have taken multiple forms (such as globalization, governance, and competitiveness), as they have taken various forms and patterns different in their degree of severity and intensity, which requires understanding their dimensions and data after they imposed themselves on society and their influence increased, causing difficulty in controlling them and stumbling in their light (Hareb, 2000; Kanaan, 2007). Due to the importance of the role of higher education in achieving the aspirations and future aspirations of society and achieving comprehensive development, many countries have sought to pay attention to this sector in order to develop their human resources as a means to enhance their economic, cultural, social and technological capabilities (Schade, 2003).

The National Evaluation and Academic Accreditation Authority was established in the Kingdom of Saudi Arabia with the aim of preparing criteria and tests for evaluation and academic accreditation education programs and institutions dealing with post-secondary education, The Authority is committed to the strategy of encouraging, supporting and evaluating quality assurance processes in tertiary institutions to ensure that the quality of education and management in higher education institutions is in line with global standards ,

these standards and high levels of achievement should be widely recognized and recognized locally. Saudi Arabia's Quality Department oversees and monitors the quality system of universities applying the system by studying the educational and educational status of those educational institutions, and developing appropriate comprehensive development plans to meet the requirements of the specifications (Iso, 2009) through the establishment of a directory of quality, procedures and working instructions in accordance with the policy and objectives of the Kingdom of Saudi Arabia, and the regulations and systems of the Ministry of Higher Education of Saudi Arabia (National Evaluation and Academic Accreditation Authority, 2009).

And Academic accreditation helps to pursue a structured global curriculum to assess, develop and improve the University's educational process and helps students and parents choose colleges that offer high-quality education, Since the faculties of education are concerned with finding the facilitator teacher to teach his students and able to help them build their vision of the world around them, the academic accreditation of these colleges is concerned with the continuous development of the quality of education, thus going beyond the concept of traditional education to the concept of transformative education; Because academic accreditation criteria are targeted as indicated by Drendry and Hawke (2007) to improve the quality of inputs, processes, outputs, management and services provided; Thus, the Faculty of Education gains a distinctive identity and thus reassures the public that these programs are efficient in fulfilling its aspirations and ambitions to obtain globally qualified human resources from future teachers. As Salam noted (2007), constitutes a measure of evaluating and measuring the quality of the preparation of future teachers, as it ensures that tomorrow's teacher acquires minimal knowledge and skills (Khalil, 2007; Mishra, 2006).

In order for teachers' training institutions to achieve excellence and high quality, their performance must be competitive in measuring their performance and outputs (Al-Saleh, 2012), competitiveness is based on two main pillars; The first is their ability to excel over their counterparts from competing institutions in vital areas such as study programs, faculty characteristics, and Information techniques and receptacles, physical and research equipment, management pattern and quality systems, innovation of new rehabilitation and training systems and programs in line with environmental developments, the second being their ability to attract and attract students, support and finance from the local and external market, and the success of both axes depends on each other (Mustafa, 2003). From here, local and international quality and academic accreditation bodies and institutions emerged, which took upon themselves the dissemination of quality and confirmation of its application, according to specific and structured standards in an integrated system aimed at all stakeholders and beneficiaries of the services provided by those organizations and institutions. Those bodies and organizations have directed their efforts to achieve quality assurance of programs offered by institutions of higher education, the National Council for Accreditation of (National Council for Accreditation of NCATE Teacher) Teacher is one of the most important and well-known specialized or programmatic accreditation bodies responsible for accrediting specialized educational programs at the national level in the United States of America that are adopted as a reference framework for measuring program quality (Steyn, Walt & Wolhuter, 2016).

What is quality and accreditation

The traditional concept of quality in education was associated with examination and analysis processes and focusing only on final exams, without reviewing cognitive, motor, logical and behavioral capabilities and skills. Therefore, this traditional concept of quality in education was transformed into the modern concept of ensuring the quality of education, which is based primarily on the need to choose standard rates of performance and build systems. To manage the quality of education.

Quality is a language: from finding any good coming from a word or a job, finding something, making it good, good is the opposite of bad, and finding something good is good (Al-Wajeez Dictionary, 1994, 125).

Quality Idiomatically: Quality is defined as meeting and satisfying the expectations of the beneficiary or customer and exceeding these expectations (Evans 1993: 44). In order to reach a sophisticated educational system, the quality of university education must be subject to a management pattern that takes the whole educational process integrated and a comprehensive and systematic view, relating to the student, faculty, means, curricula, relationships, communications, information and venue organization. This management pattern, we believe, will be nothing but comprehensive quality management, which has proven its effectiveness and relevance as a comprehensive and viable philosophy, taking processes into close link, through the goal of continuous and comprehensive improvement of all aspects of the educational process (Gouider and Abdullah, 2005).

Accreditation means a certificate that works for a higher education institution that secures specific standards for the quality of education. Such accreditation criteria may vary from country to country, or from an institution, but all agree on the importance and objectives of accreditation (Akl, 2009, 15). It is also intended for all systematic and planned activities under the quality system, and is proven when needed, to provide sufficient confidence that the enterprise is capable of meeting the quality requirements (Al-Khatib and Al-Khatib, 2010, 43).

Academic accreditation: It means an evaluation process that a higher education institution or one of its programs undergoes and is carried out by one of the accreditation bodies based on specific criteria, and then it is decided as a result that this or that program has met the minimum standards, and thus it becomes accredited for a specific period of time, and qualifies it to prepare graduates who are proficient in their profession, and able to compete in the labor market (Abu Daqqa and Arafa, 2007). It is the set of operations, procedures, or standards by which the authority entrusted with academic accreditation verifies that a university, college, or educational institution meets the conditions or standards and has material and human capabilities, in a manner commensurate with social aspirations and global challenges with developments in the fields that it teaches (Alawneh, 2008). Academic accreditation is a mechanism for ensuring quality in education, and it is not required for itself, but with the aim of achieving quality assurance and standards provide conditions for quality and success in the educational institution's inputs, operations, and outputs. For the graduates of the educational institution, it is also an encouragement for the institution to acquire a personality and identity

that distinguishes it from others, based on a system of basic standards that guarantee an agreed amount of quality, and it does not care about the final product only from the educational process, but it cares equally in all aspects The educational institution and its components, (Saeed and Al-Bilawi, 2008).

The formation and development of the concept of comprehensive quality management:

The philosophy of managing the total quality has gone through multiple stages and the attention to quality has been rooted in almost seven thousand years. The ancient Egyptians paid attention to it during the construction and paint of walls in ancient Egyptian temples (Al-Dradka, 2006). In Islamic civilization, quality in doing business is a method and lifestyle demanded by the Muslim individual until the clock is up. (Mujahid and Badir, 2006), and quality as an idea has existed for thousands of years, but as an administrative profession and work only newly established, and after the Second World War Edward Deming developed a set of key ideas and principles for comprehensive quality science, based on the adoption of an integrated system of work, and then upgrading its efficiency so that the product or service becomes normal as a result of the quality of the methods used in the work and its governing systems (Al-Tarturi and Jowaihan, 2006).

The total quality management went through three stages until it became in its current form, and Alimat (2006) described each of the three stages as follows:

- **The first stage: (1950-1960):** At the beginning of the fifties, the American thinker, Vision Baum, highlighted the concept of comprehensive quality control, and defined it as an effective system that leads to the production of goods or services in an economical manner that matches the needs and desires of the consumer and includes the development and maintenance of quality. He also indicated that Quality is the responsibility of all individuals working in the institution, whether they are doing administrative or technical work, and he stressed that every individual in the institution must always ensure that the outputs of his work are sound and correct from the first time.

- **The second stage: (1960-1980):** At the beginning of the sixties, many philosophies of quality and its management appeared, and Edward Demnach developed fourteen principles that management in institutions can use to achieve a competitive advantage over competitors in the markets, and then appeared after that in the early seventies the philosophy of Philip Crosby, who He identified fourteen steps to develop, improve and manage quality, and finally Juran's philosophy appeared, which clarified three quality processes, which are the planning process, the improvement process, and the development process.

- **The third stage (1980-1990):** In the late eighties and early nineties, major developments emerged in the concept of quality and its management, for example: the system of quality circles and the quality team. The concept of quality also emerged as a basic function of management, and the importance of its application in many areas such as health services, environmental control, And nuclear power generation, as well as new definitions such as quality of life, quality of the work environment, and finally international standards for quality appeared, which were developed by the International Organization for

Standardization in five sets of standards (ISO 9000-9004), all these concepts in addition to the theories of the three pioneers of quality were the basis What is known today in the world as a whole is the concept of total quality management.

Several studies on NCATE standards have also been conducted; In view of its importance in controlling and achieving the quality of future teachers' preparation, Al-Da'ais and Al-Shuwaya' Study (2019) sought to know the academic practices of University of Sana'a professors in the light of academic accreditation and quality assurance standards from their perspective. The two researchers used the identification to measure the impact of scientific class variables, years of experience and college on their practices, covering six areas: Preparation, organization and availability of students, teaching skills, motivation, student participation and evaluation, scientific research and community service. The tool was distributed to a sample of 336 members, from which 301 identifications were retrieved. The results showed that the field of scientific research and community service came first with low practice, followed by the field of access to students with low practice, then the field of evaluation with low practice, and the field of motivation and students' participation was fourth with very low practice, and the field of teaching skills was fifth with very low practice. The field of preparation and organization came sixth and last with a very low practice. The results showed statistically significant differences attributable to the scientific grade variable between the rank of professors and the participating professors in favor of the participating professors, and the absence of discrepancies attributable to changes in years of experience and college.

Hail, Hurst, Chang & Cooper study (2019). This study was aimed at exploring faculty perceptions of academic accreditation of teacher training programs by the Council for the Accreditation of Education Preparation CAEP (Council for the Accreditation of Educator Preparation), impact on resources including human resources, teachers' morale and participation (54) Faculty at Mid-West University of America and the study used questionnaires and interviews. Participants noted that the academic accreditation process was important to enhance the scientific standing and reputation of the academic institution, however, they questioned its ability to bring about change and pointed out that the faculty member's burden was an impediment unless they were compensated. The study came up with three recommendations. The first was that faculty and other stakeholders should have a strong voice in the accreditation process. And valued the role of workers in the accreditation process, and that institutions allocate adequate and effective resources to the entire process. In addition, universities should use lessons learned from the accreditation process and their outputs to change programs and policies where necessary; to ensure continuous improvement.

The aim of Al-Sharif Study (2019) was to identify the training needs of faculty members of the University College of Cambodia - Umm al-Qura University in light of quality standards and academic accreditation. The study adopted the analytical descriptive curriculum, the study community included all female faculty members of the University College of Cambodia, and the sample of the study consisted of a simple random sample based on 30 A female individual selected randomly. The study tool was an information-gathering questionnaire. The study found that the level of reality of training programs provided by the Deanship of Quality

Assurance and its units in the light of overall quality standards was medium. The majority of the faculty members were found to have sufficient background for the preparation of the course as well as the course's description of all courses taught. There is a weakness in the budget allocated to courses in the area of quality. The level of difficulties faced by faculty members was moderate, and the most significant difficulties limiting faculty members' access to quality training programs were incompatible with lectures, the teaching burden and the high administrative burden. The study recommended the need for an integrated annual training program for faculty members concerned with their quality development.

Ababneh (2014) conducted a study aimed at evaluating the performance of the Faculty of Pedagogical Sciences at the University of Jordan, knowing the degree of practice of the Faculty of Pedagogical Sciences at the University of Jordan for the six criteria (NCATE), and its relationship with the academic-level variant. The study followed the analytical descriptive curriculum and applied a questionnaire to 58 faculty members. Results showed: NCATE standards are practiced at the Faculty of Pedagogical Sciences of the University of Jordan with intermediate degrees, and there are statistically significant differences between the average degree of practice of standards (NCATE) for faculty members of the rank of Associate Professor or Professor, average degree of practice standards (NCATE) has faculty members of the rank of teacher or lecturer for the rank of Associate Professor or Professor. The differences were not statistically significant between Assistant Professor's averages and those of both full-time teacher or lecturer and Associate Professor or Professor.

Krishner and Norman's study (Kirchner & Norma, 2014) aimed at evaluating electronic evaluation systems within the United States of America and their ability to meet the criteria of the National Council for Accreditation of Teacher Training Institutions (NCATE), the study conducted an electronic survey of 225 standard coordinators (NCATE), the study found that these systems are capable of meeting all the requirements of the National Council for the Accreditation of Teacher Training Institutions (NCATE).

Looking at previous studies, the researcher has made a number of observations and conclusions, including: She agreed on the importance of studying to learn about academic practices of university professors in the light of academic accreditation criteria as well as previous studies have shown that they have agreed with the current study in their followers of the curriculum used and that they have used the identification to measure the impact of scientific class variables, years of experience and college on their practices, as well as interviews that indicated that the academic accreditation process is important to enhance the scientific standing and reputation of the academic institution The researcher benefited from these studies to learn about theoretical literature, which explored the degree of application of academic accreditation standards in the faculties of education.

The Study Problem

As a result of the researcher's position on academic accreditation standards at Saudi universities as one of the recent trends in the development of education, which has become a reference framework for universities as part of their ongoing attempts to assess and improve performance

in higher education institutions and programs, and to verify whether the applicable standards are met, or exceed minimum quality standards and consider them as the starting point for success for these educational institutions, and the fact that these standards are based on them that contribute to the sustainability of their distinction and complementarily, as access to accreditation is essential for achieving the goals and following best practices, And that faculty who teach in various programs should be informed about the latest science in their fields of expertise and to strengthen the community's confidence in educational institutions and ensure that students and employers have access to information showing how students have obtained their degrees under qualitative academic standards; Hence, the study examined the degree of application of academic accreditation criteria in faculties of education at Al-Jouf University from the faculty's point of view.

Objective and questions of the study

The objective of the study was to demonstrate the level of availability and development of the continuity of academic accreditation standards obtained by the faculties of education from the faculty's point of view; by answering the following questions:

First Question: What is the degree of application of the standards of the National Council for the Training of Teachers and Educators (NCATE) in the College of Education at Al-Jouf University from the point of view of faculty members?

Second Question: What is the level of importance of each of the criteria for activating academic accreditation in the faculties of education?

Third Question: Are there statistically significant differences at the indicative level ($\alpha = 0.05$) in the study sample responses attributable to variables: gender, academic rank, years of experience?

Limits of study:

- **Human and spatial boundaries:** This study will be applied to faculty members who work in faculties of education at Al-Jouf University.

- **Time limits:** This study will be applied during the second semester of the academic year (2022/2023).

- **Substantive (procedural) limits:** The results of the study will be limited to the validity and reliability of the study tool used.

Terminological and procedural definitions of study terms

Standards: They are the rules, frames of reference or conditions by which we judge or measure the behavior of individuals, groups or actions Patterns of thinking and procedures (Al-Shar'i, 2009)

Academic accreditation: defined by the National Commission for Academic Accreditation and Assessment "as the fact that an educational institution obtains an official certificate granted

by a recognized body, confirming that the educational program or educational institution meets the required standards" (2008, 32).

The researcher defines it procedurally as the conformity of the programs offered by the university with the local and international standards that have been set and evaluated.

Faculties of Education: It is one of the colleges that are concerned with the field of education and teacher training, and it is usually an academic subunit of the university.

Faculty Member: A professor who teaches students in various faculties of the university and holds degrees higher than a bachelor's degree.

Method and procedures: The following is a description of the study population and sample, the study tool, methods of verifying its validity and stability, study variables, and statistical treatments that will be used to reach the results.

Study methodology: The researcher used the descriptive approach to collect and analyze data in order to answer the questions of the study, as this approach is the most appropriate for such studies.

Study sample: A random sample was selected in the available way, consisting of (100) faculty members, including (50) doctors, and (50) doctorates, and the following is a description of the characteristics of the study sample according to gender, academic qualification and number of years of service, and table (1) shows the distribution of members of the study sample according to its variables.

Table 1: Distribution of study sample members by its variables

The variable	The variable class	The Repetition	The Percentage
The Gender	Male	50	50
	Female	50	50
	The Total	**100**	**100 %**
The Academic rank	Professor	15	15
	Associate Professor	7	7
	Assistant Professor	8	8
	teaching assistant	46	46
	Lecturer	24	24
	The Total	**100**	**100 %**
Service years	Less than 5 years	47	47
	From 5 to 10 years	47	47
	More than 10 years	6	6
	The Total	**100**	**100 %**

Table (1) shows the distribution of the study sample according to personal variables (gender, academic rank, and years of experience). As for the gender variable, the number of males was equal to the number of females and their percentage was (50%) for both categories, while for the academic rank variable, we note that the rank of teaching assistant is the highest repeater, reaching (46) by a percentage (46%), while the rank of associate professor is the least frequent,

with a percentage of (7) with a percentage of (7%). As for the variable of the number of years of service, we note that less than 5 years and 5-10 years are the most frequent, reaching (47) by a percentage (47%), while the number of those with more than 10 years of experience reached (6) by a percentage (6%) and they are the least frequent.

Study Tool: The study used a questionnaire "The degree of application of academic accreditation standards in the faculties of education at Al-Jouf University from the point of view of faculty members". The tool consisted of (42) paragraphs.

AUTHENTICITY AND STABILITY OF THE TOOL:

Authenticity of the questionnaire: To verify the validity of the questionnaire, it was presented to a committee of arbitrators, numbering (16) arbitrators with competence and experience from faculty members in Saudi universities to take their suggestions in the accuracy of each paragraph, in addition to proposing what they deem appropriate of additions, amendments or deletions. Based on the observations of the arbitrators, some paragraphs were replaced, and some linguistic formulations were modified for a number of paragraphs, and thus the total paragraphs of the study tool as a whole in its final form became (37) paragraphs.

Stability of the questionnaire: To verify the stability of the resolution, the stability coefficients were calculated in two ways: The first: the method of application and re-application, as the researcher applied it twice to an exploratory sample of (28) faculty members from outside the study sample and with an interval of two weeks between the first application and the second application, and the Pearson correlation coefficients were calculated between the results of the two applications. The values of the stability coefficients for the fields ranged between (0.80-0.87), and the value of the correlation coefficient for the total resolution was (0.91). The second method used the Cronbach alpha equation for the consistency of the paragraphs, and the values of the stability coefficients for the fields ranged between (0.81-0.90), and (0.93) for the total resolution, which are acceptable values for such a study.

Study instrument correction criterion

The questionnaire in its final form consisted of (37) items, where the Leckerth scale of five degrees was used in order to measure the opinions of the study sample members on all paragraphs, and it was given very large (5), large (4), medium (3), few (2), very few (1), and the following classification was relied on to judge the arithmetic averages as follows:

First: (less than 2.33) low approval score.

Second: (2.34 – 3.66) medium approval score.

Third: Greater than (3.67) high approval score.

Study variables: The study included the following variables

First: Intermediate variables:

Gender: It has two categories: (male, female).

Academic Rank: It has five categories: (Professor, Associate Professor, Assistant Professor, Teaching Assistant, and Lecturer).

Number of years of experience: It has three levels: (less than 5 years, 5-10 years, and more than 10 years).

Second: Dependent variables: The degree of application of academic accreditation standards in the faculties of education at Al-Jouf University from the point of view of faculty members, which is expressed in the arithmetic averages of the estimates of the sample members on the paragraphs of the questionnaire.

Statistical treatments: Arithmetic averages and standard deviations, test (T) for independent samples were used to compare binary arithmetic averages and test analysis of single variance for averages over 3 categories.

Presentation and discussion of results: The researchers collected and analyzed the data by means of "questionnaire the degree of application of academic accreditation standards in the faculties of education at Al-Jouf University from the point of view of faculty members", and analyzed them, these results were presented according to the study questions.

Presenting and discussing the results related to the first question: What is the degree of application of the standards of the National Council for the Development of Teachers and Educators (NCATE) in the College of Education at Al-Jouf University from the point of view of faculty members? To answer this question, the arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the paragraphs of the tool, where the results were as shown in Table (2).

Table 2: Arithmetic averages and standard deviations of estimates of individuals on the questionnaire domains arranged in descending order according to the arithmetic averages

Rank	The Number	Domains	Arithmetic average *	Standard deviation	Usage Grade
4	1	Educational Knowledge Domain	3.68	0.824	High
5	2	Corporate Domain and Field Training	3.57	1.188	Medium
1	3	Domain of Quality of Student Attraction and Selection	3.89	.96	High
2	4	Impact Domain of Academic Programs	3.82	0.63	High
3	5	Domain the quality assurance and continuous improvement	3.72	.67	High
The Questionnaire as all			3.73	0.85	High

High score out of (5)

Table (2) shows that the "field of quality of student recruitment and selection" ranked first with an arithmetic mean (3.89) and a standard deviation (0.96), the "field of impact of academic programs" came in second place with an arithmetic mean (3.82) and a standard deviation (0.63), the "field of quality assurance and continuous improvement" came in third place with an arithmetic mean (3.72) and a standard deviation (0.67), the "field of educational knowledge"

came in fourth place with an arithmetic mean (3.68) and a standard deviation (0.82), and the "field of companies and field training" came in last place with an average of Arithmetic (3.57) and standard deviation (1.18), and the arithmetic mean of the estimates of the respondents on the questionnaire areas was (3.73) with a standard deviation of (0.85), which corresponds to a high degree of use. The researcher attributes the main reason that showed that the estimates of the sample members were high to the fact that there are efforts made by those in charge of the Quality and Accreditation Standards Unit in the colleges of Al-Jouf University that led to improving the quality of student recruitment and selection, and the witness to this came that the university verifies its graduates' understanding of the laws, rules, standards and values of the profession and education policies, and provides a database to prepare applicants, accepted and graduated students to measure graduation rates. As well as the impact of academic programs, this was represented in the college's possession of evidence of the disclosure of graduates' satisfaction, level of professional preparation, and the suitability of learning outcomes to work requirements. We do not neglect quality assurance and continuous improvement, such as involving the college with the relevant parties in evaluating academic programs and determining their future directions. And educational knowledge this is highlighted by the fact that the college verifies the compatibility of the efficiency of its graduates with the national standards associated with it, as well as the college verifies the employment of its graduates for scientific research in raising the efficiency of their professional practice. This result is consistent with the results of the study of Al-Da'ais and Al-Shuwaya' (2019), and the results of Hail, Hurst, Chang & Cooper study (2019).

The arithmetic averages and standard deviations of the estimates of the sample members were also calculated on the paragraphs of the questionnaire fields, and this came in the results of the second question:

Results related to the second question: What is the level of importance of each of the criteria for activating academic accreditation in colleges of education? To answer this question, the arithmetic averages and standard deviations of the tool and total areas of educational knowledge, partnerships and field training, the quality of student recruitment and selection, the impact of academic programs, quality assurance and continuous improvement, were calculated, as in Table (3):

The first field: the field of educational knowledge

Table 3: Arithmetic averages and standard deviations of the respondents' estimates for the field of educational knowledge in descending order

The Number	Domain	The average arithmetic	Standard deviation	Grade	Rank
1	The college verifies the compatibility of the competence of its graduates with the associated national standards	3.4200	1.16498	Medium	6
2	The college verifies the technological competence of its graduates	3.4600	1.31364	Medium	5
3	The college verifies the skill competence of its graduates	3.2900	1.28939	Medium	7

4	The College verifies the competence of its graduates educationally	3.5400	1.17568	High	4
5	The college verifies the cognitive competence of its graduates	3.8400	1.39059	High	3
6	The college documents clear evidence indicating the achievement of specialized knowledge competence among its graduates	3.9800	1.28692	High	2
7	The college verifies the employment of its graduates for scientific research in raising the efficiency of their professional practice	4.2300	0.90849	High	1
	The standard as all	**3.680**	**0.82432**	**High**	

Table (3) represents that the ratios of arithmetic averages ranged between (3.545-4.23) with a medium to high degree and paragraph No. (7), which states "The college verifies the employment of its graduates for scientific research in raising the efficiency of their professional practices" with the highest arithmetic mean and a standard deviation of (0.90849) and paragraph (3), which states "The college verifies the efficiency of its graduates skillfully" with the lowest arithmetic mean and a standard deviation of (1.28939), while the arithmetic mean of the paragraphs as a whole was (3.68) and a standard deviation (82432). With a high degree.

The second field: Partnerships and Field Training

Table 4: Arithmetic averages and standard deviations for partnerships and field training

The Number	Domain	The average arithmetic	Standard deviation	Grade	Rank
1	The college archives with evidence the effectiveness of field experiences in improving the performance of its students	3.6300	1.32310	Medium	3
2	The College, in partnership with schools, designs diverse, deep and targeted field experiences for its students.	3.2900	1.40198	Medium	7
3	The College documents collaborating partners, schools and teachers' data to evaluate and continuously improve performance in field training	3.7000	1.49410	High	2
4	The College evaluates students' field experiences in a participatory manner with schools	3.6200	1.37642	Medium	4
5	The College identifies schools and their collaborating teachers according to specific standards subject to continuous review	3.4300	1.40169	Medium	6

6	Applying the college clear standards to ensure that its graduates achieve integration between theory and practice	3.5700	1.31237	Medium	5
7	The College plans to train its students in the field through social participation	3.7500	1.12254	High	1
	The standard as all	**3.5700**	**1.18840**	Medium	

Table (4) represents that the ratios of arithmetic averages ranged between (3.29-3.75) with a medium to high degree, and paragraph No. (7), which states "The college plans to train its students in the field through community partnerships" with the highest arithmetic mean and a standard deviation of (1.2254), and paragraph (2), which states: "The college in partnership with schools designs diverse, deep and purposeful field experiences for its students" with the lowest arithmetic mean and a standard deviation of (1.40198), while the arithmetic mean of the paragraphs as a whole was (3.57) and a standard deviation (1.1884) with a moderate score.

The third field: the field of quality of student recruitment and selection

Table 5: Arithmetic averages and standard deviations for the field of quality of student recruitment and selection

The Number	Domain	The average arithmetic	Standard deviation	Grade	Rank
1	The College provides evidence to ensure diversity in the selection of high-capacity students to suit the diversity of the community	3.8600	1.39277	High	4
2	The College documents its efforts to meet society's needs for profoundly deficient disciplines.	3.6300	1.30000	Medium	6
3	The College applies criteria that reveal the evolution of students' academic achievement to ensure the quality of the graduate	4.1200	.80754	High	1
4	The College monitors students' characteristics and evolution during the stages of their progress in the program	4.0100	1.29876	High	2
5	The College verifies its graduates' understanding of the laws, norms, standards, values of the profession and education policies	3.8100	1.37580	High	5
6	The College provides a database of advanced, accepted and graduating students to measure graduation rates	3.9400	1.28566	High	3
	The standard as all	**3.8950**	**.96535**	High	

Table (5) represents that the ratios of arithmetic averages ranged between (3.63-4.12) with a medium to high degree and paragraph No. (3), which states "The college applies standards that

reveal the development of students' academic achievement to ensure the quality of the graduate" with the highest arithmetic mean and a standard deviation of (0.80754) and paragraph (2), which states: "The college documents evidence of its endeavor to meet the needs of society from disciplines that suffer from severe deficiencies" with the lowest arithmetic mean and a standard deviation of (1.30), while the average The arithmetic for the paragraphs as a whole is (3.895) and the standard deviation is (9.96535) with a moderate degree.

The fourth field: Impact of Academic Programs

Table 6: Arithmetic Averages and Standard Deviations Impact of Academic Programs

The Number	Domain	The average arithmetic	Standard deviation	Grade	Rank
1	The college has valid evidence to prove that its graduates transfer the knowledge and skills they have acquired to the field	3.7100	1.21684	High	5
2	College standards are aligned with education impact monitoring scales supported by the state or ministry	4.0800	1.16063	High	2
3	The college has documents confirming its reliance on a number of evidence that proves the achievement of learning outcomes among its graduates	3.3500	1.12254	Medium	7
4	The college documents the results of surveys directed to measure the degree of satisfaction of employers with their graduates	3.7071	1.27177	High	6
5	The college has evidence of graduates' satisfaction with their level of professional preparation and the suitability of learning outcomes to work requirements	4.1800	0.91431	High	1
6	The college has metrics to ensure the quality of the performance of candidates after their employment	4.0000	1.03475	High	3
7	The college provides a database of its graduates, their jobs and workplaces	3.7374	0.98546	High	4
	The standard as all	**3.8248**	**0.63304**	High	

Table (6) represents that the ratios of arithmetic averages ranged between (3.35-4.18) with a high and medium degree, and paragraph No. (5), which states, "The college has evidence of graduates' satisfaction with the level of their professional preparation and the suitability of learning outcomes to work requirements" with the highest arithmetic average and a standard deviation of (0.91431) and paragraph (3), which states: "The college has documents confirming its reliance on a number of evidence that proves the achievement of the learning outcomes of its graduates with the lowest arithmetic average and a standard deviation of (1.12254). The

arithmetic mean of the paragraphs as a whole was (3.8248) and the standard deviation was (.63304) with a high degree.

Fifth field: Quality Assurance and Continuous Improvement

Table 7: Arithmetic averages and standard deviations for the field of quality assurance and continuous improvement

The Number	Domain	The average arithmetic	Standard deviation	Grade	Rank
1	The college's quality system adopts multiple scientific metrics that monitor the degree of achievement of its goals	3.8400	1.10755	High	1
2	The college develops its programs in light of the results of its continuous evaluation	3.7000	1.07778	High	6
3	The college applies the quality system effectively	3.7900	1.04731	High	2
4	The College involves relevant parties in evaluating academic programs and identifying future directions for them	3.7400	1.09448	High	4
5	The college evaluates its performance in light of its objectives periodically	3.7800	1.01085	High	3
6	The College communicates with its students to benefit from their practical experiences continuously	3.7000	1.01005	High	5
7	Technology is effectively integrated into the curriculum	3.4500	1.27426	Medium	7
	The standard as all	**3.7214**	**.67263**	High	

Table (7) represents that the ratios of arithmetic averages ranged between (3.45-3.84) with a medium to high degree, and paragraph No. (1), which states "The quality system in the college adopts multiple scientific standards that monitor the degree of achievement of its goals" with the highest arithmetic mean and a standard deviation of (1.10755), paragraph (7), which states "Technology is effectively integrated into courses" with the lowest arithmetic mean and a standard deviation of (1.27426), while the arithmetic mean of the paragraphs as a whole was (3.7214) and a standard deviation of (0.67263), with a high degree.

The results related to the third question: "Does the degree of impact of academic programs and academic accreditation vary according to variables (gender, number of years of service, academic rank)"? To answer the question of the study, a single variance analysis was used to calculate the differences between the arithmetic averages of the responses of the sample members on the study scale according to the study variables (number of years of service and academic rank) and the (T) test was used for independent samples to study the gender variable. Analysis of the responses of the sample members to the different degree of impact of academic programs and academic accreditation according to the variable (gender).

Table 8: Test of Independent Samples for the Gender Variable Degree of Impact of Academic Programs and Accreditation

variable	T-Value	Degrees of freedom	Statistical significance
Gender	0.12	98	0.902

* Statistically significant at the significance level (0.05≥ α).

Table (8) showed that there were no statistically significant differences between the arithmetic averages of the responses of the sample members to the impact of academic programs and academic accreditation attributed to the gender variable based on the value of statistical significance and its value was (0.902). A single variance analysis test was also conducted for the variable (number of years of service and academic rank) for the differences between the estimates of the sample members on the impact of academic programs and academic accreditation in the faculties of education in all areas of the total questionnaire, according to the different variables of the study, where the results were as shown in Table (9).

Table 9: Single variance analysis test for the variable of the number of years of service and academic rank

variable	Source of variance	Sum of squares	Source of variance	Degrees of freedom	Average the squares	Value of "F"	Statistical significance
Number of years of service	**Between groups**	3.192	Between groups	2	1.596	4.243	0.017
	Inside groups	36.481	Inside groups	97	.376		
	Total	39.673	Total	99			
Academic rank	**Between groups**	3.522	Between groups	4	.880	2.314	0.063
	Inside groups	36.151	Inside groups	95	.381		
	Total	39.673	Total	99			

It was found through Table (9) that there were statistically significant differences between the arithmetic averages of the responses of the sample members to the variable of the number of years of service on the impact of academic programs and academic accreditation depending on the value of statistical significance, and amounted to (0.017), and to know the dimensional comparisons in favor of any of the levels were the differences and for that (LSD) tests were conducted

Table 10: LSD Test Results for Dimensional Comparisons of Years of Service Variable

Number of years of service	(5-10) Years
Less than (5) years	0.005

It was found that there were differences in the number of years of service, where there were differences in the number of years less than (5) years and the number of years of service from (5 to 10) years, and the value of statistical significance was (0.005) and the differences came in favor of years of service from (5 to 10) years with an arithmetic average of (3.251). There

were no statistically significant differences between the arithmetic averages of the responses of the sample members to the academic rank variable on the impact of academic programs and academic accreditation, depending on the value of statistical significance and amounted to (063.). The following results were found:

- There were no statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation due to the gender variable.

- There were no statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation due to the academic rank variable.

- There are statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation due to the variable of the number of years of service.

It appears that the result of the absence of statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation is due to the gender variable. The researcher attributes this result to the fact that male and female faculty members are exposed to the same standards and there is no distinction between a male standard and a female criterion, as the college involves all relevant parties in evaluating academic programs and determining future directions for them and is characterized by the comprehensiveness of evaluation, as the evaluation processes include all students and faculty members, and the development of a good planning mechanism for the development of courses and educational activities continuously and the improvement of teaching processes, which ensures the quality of the universities or programs they wish to enroll. The college seeks to employ the role of its students to benefit from their practical experience in various disciplines. The results showed that there were no statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation due to the academic rank variable. The researcher attributes that the academic rank is an important factor in terms of inputs for its role in influencing and accrediting programs, and refers to the classification of universities and educational institutions according to the level of quality of education and scientific research they provide to students, and their impact on the reputation and credibility of academic programs and educational institutions. When a university has a prestigious academic rank, it is a sign of the quality of the education it offers and the strength of its academic programs. Thus, this can lead to increased interest and recognition in the university's academic programs, increased employment opportunities and alumni collaboration, and it is more trusted and appreciated by students, employers and regulators. The results showed that there were statistically significant differences between the arithmetic averages of the responses of the sample members on the impact of academic programs and academic accreditation due to the variable of the number of years of service. This finding showed that the impact of academic programs and accreditation on individuals may be different based on the number of years of service a faculty member has, and this may indicate that a faculty member with more

years of experience may respond differently to academic programs and accreditation compared to less experience. This is reflected in the need for graduates with competencies and skills that are compatible with the requirements of the labor market, and able to face regional and global competition. So, this result agreed with the results of the Ababneh study (2014), and the results of the Sharif study (2019), and this result differed with the results of Hail, Hurst, Chang & Cooper study (2019).

Recommendations: In light of the findings of the study, it recommends the following recommendations:

- The need to hold periodic meetings to clarify the accreditation standards for faculty members and for all academic ranks of faculty members at the university.

- The need to train faculty members on academic accreditation standards, as there are new members who do not have knowledge about these standards to develop their skills and knowledge towards these standards.

- The need to provide diverse and distinguished academic programs that meet the needs of students that comply with recognized academic standards and enjoy the availability of modern curricula and teaching methods that comply with the latest developments.

- The need for facilities and infrastructure to support the educational process, including laboratories and rooms to train students on drawing topographic sections, maps, workshops, chemical, technological and information laboratories.

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