

The Degree of Application of Quality Assurance Standards to Educational Programs in the College of Educational Sciences at the Hashemite University from the Faculty Members' Viewpoint

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Abstract

This study aimed to identify the extent of applying quality assurance standards to educational programs in the College of Educational Sciences at Hashemite University (HU) from the faculty members' perspective. The study sample counted (55) faculty members from the College of Educational Sciences at HU in the second semester of the academic year 2021/2022, who were selected purposefully. The researcher developed the study tool, which consisted of five fields, namely, the field of strategic planning for programs, the field of academic programs, the field of faculty members, the field of scientific research, and the field of quality assurance and continuous improvement of the program. The findings showed that the extent of application of quality standards for educational programs in the College of Educational Sciences at HU was high. The results revealed no statistically significant differences in the participants' responses attributable to the gender variable, where there were statistically significant differences in their responses due to the variable academic rank and in favour of the professor and associate professor. Considering these findings, the researcher suggests investigating academic quality with other variables and in other colleges to find the relationship between quality assurance and other variables.

Keywords: Quality assurance, educational programs, faculty members, Hashemite University.

Introduction

Higher education institutions are one of the vital foundations for the growth of societies owing to the important role, they play in disseminating society's culture and supplying the labour market with professional human resources (Azzam, 2019). Therefore, universities worldwide sought to boost their level by applying quality standards and establishing rigorous criteria to assess the success of educational and academic programs they deliver to the local community (Turki, 2019; Merzouqa, 2014). The educational system is similar to any other system that follows a certain plan. Hence, all of the factors around it must be considered, including the organizational environment, development, technological advances, and material and human resources. To control the quality of production via continuous attention to apply standards that measure and control quality, there must be harmony between the outputs and international requirements (Guide to Procedures for Quality Assurance Standards in Higher Education Institutions, 2015). The Accreditation Commission was founded to establish a set of agreed-upon standards to obtain accreditation to the offered programs that conform to the required standards (Quality Assurance and Accreditation Project, 2004). Academic accreditation is classified into three types: Institutional Accreditation, program accreditation, and reviewing the program by the accreditation body to write approval a report (Quality Assurance and Academic Accreditation, 2012).

The accreditation bodies work to ensure that academic programs in all colleges prioritize the student and are eager to create an acceptable and constructive educational environment for him. On the other hand, all higher education institutions should adopt all procedures that guarantee the quality of their programs, which include the program's plan, objectives, mission, faculty members, students, evaluation, facilities, equipment, and quality assurance processes. The College of Educational Sciences at HU employs all scientific means to achieve the college's vision and mission, achieve educational excellence by developing educational programs under quality standards and academic accreditation and managing all of its projects per the Accreditation Commission and Jordan's Higher Education Institutions (Tarawneh, 2018). Given the importance of ensuring the quality of educational programs in the college, the researcher saw the necessity of conducting such a study to identify the extent to which the standards of educational programs assurance are applied in the College of Educational Sciences at the Hashemite University.

The Questions of the Study

This study aimed to determine the extent of applying quality assurance standards to the educational program at Hashemite University's College of Educational Sciences. It specifically attempted to answer the following questions:

1. What is the degree of application of quality assurance standards for educational programs in the College of Educational Sciences at Hashemite University?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the means for quality assurance of educational programs in the College of Educational Sciences at the Hashemite University attributable to demographic variables (experience, academic rank, and gender)?

The importance of the Study

The results may add scientific knowledge that contributes to upgrading and enhancing the program of the College of Education to overcome all obstacles that may impede the achievement of its goals. It may help to raise the level of the performance of faculty members, their positive attitudes toward the educational institution, and the advancement of educational outcomes. This study presents descriptive and realistic results of the extent to which educational program assurance standards are applied in the College of Educational Sciences at HU, which may assist academic and administrative leaders and policymakers in identifying indicators of educational program quality and excellence in the College.

Definitions

Quality Assurance of Educational Programs: It is defined by (Taher, 2011) as the educational system that can guarantee the outcomes of the educational process to the extent that they conform to the standards that were previously determined without being affected by the test or the university building. It includes two aspects: the quality of operations within the required standards and the quality of applied educational outputs, ie students of the College of Educational Sciences.

Educational programs: Al-Hajj et al. (2008:13) defined them as a distinct and organized set of academic courses that lead to the award of an academic degree for this program. Procedurally, it is the score given by the respondent on the questionnaire that was designed for this study.

Quality: is defined as the degree of suitability to a person in terms of its ability to meet the needs of individuals and the requirements of the labour market, and directing them to ensure the achievement of the required level in line with these requirements, which include services, policies, programs, systems, curricula, and everything related to raising the level of the institution educational level to the required level (Abu Samra et al., 2006, p. 37).

Study Limits

Time limits: The study was conducted during the first semester of the academic year 2021/2022

Spatial boundaries: Faculty of Educational Sciences at the Hashemite University.

Objective limits: This study and its results are limited by the data collection tools, the nature of the population and the sample of faculty members.

Literature review

Quality Assurance of Educational Programs

Quality is one of the economic terms that emerged as a result of the conditions accompanying the progress of manufacturers and the information revolution. It represents a new revolution, a comprehensive intellectual development, and an organizational interaction that makes all members of the institution directly responsible for it, to reach continuous development and improve performance (Hashemiya, 2006). Higher education is one of the pillars responsible for achieving sustainable development for society members; thus, countries reviewed the reality of higher education and diligently sought to develop it through holding seminars and conferences advocating institutions to adopt quality assurance in their policy to improve the quality of graduates (Wadi, 2013; Hammoud & Sheikh, 2010) through the preparation of the academic, technical and professional cadres and encouraging scientific research. It was found that the application of comprehensive quality management positively affects the performance and production of institutions, increases its level of productivity and profits, lowers costs, improves the institutional performance of working individuals, and increases job satisfaction levels (Buter, 1996; Rao, 1996; Geddis, 2002).

Quality assurance is defined as the planned and organized review process for any program to determine the required level of education and the internal environment of the institution (Geddis, 2002) to ensure the improvement of the quality of educational services (Marlous & John, 2002; Daoud, 2008) and to reach the required educational outcomes in a way that satisfies the labour market and the needs of society.

Higher education in Jordan plays an influential role in the development of societies, national belonging, the preparation of human resources and the expansion of human knowledge (Farhan 2000). Different factors have raised the interest of higher education institutions in applying quality assurance, such as the reduction of their funding budget, the multiplicity of learning environments and the increase in the number of private universities.

Jordanian universities have applied quality standards to all programs in terms of the number of faculty members and its compatibility with the number of students, equipment, study plans, libraries, educational technologies, and computer information networks (Azzam, 2019). The quality system in Jordanian higher education aims to achieve educational development, achieving competitive advantage, and supply the labour market with qualified professional (Tarawneh, 2018; Azzam 2019). To achieve this, Jordanian universities followed two standards:

The first standard: The basic elements of quality assurance requirements for educational programs.

Jordanian universities have benefited from international experiences in academic accreditation, such as the Japanese and French experiences, in developing their programs, plans, and learning resources. The Jordanian Accreditation Commission works directly with all educational institutions to develop a reliable reference that can be used to describe and set standards, including the main qualifications characteristics and external evaluation criteria (Abu Daqqa, 2009). The basic elements of quality assurance requirements for educational programs are:

1. **Mission and Goals:** The educational program's mission emanates from the university vision and mission, provided that it is announced to its staff, everyone participates in its development, and that the program's mission is translated into practice (Al-Khatib et al., 2001).
2. **Academic components:** It deals with all the educational components in terms of their accuracy, realism, clarity, course descriptions, the clear assessment mechanism, teaching courses, and the extent to which they meet the intellectual and practical skills.
3. **Student achievement:** Indicates the extent to which students succeed in passing exams, the extent to which graduates succeed in the labour market, and the student's ability to pass the semester exams and the university proficiency exam.
4. **Assessment of students:** It provides procedures that enable students to review and discuss their grades. The ability of the assessment methods used in determining the levels of students. It also means the extent of transparency and justice in the assessment methods.
5. **Quality of Education Opportunities:** Learning resources have the greatest role in the success of all activities related to the educational process and enrichment of educational programs, so this aspect requires continuous follow-up through the provision of electronic information databases, and the provision of all required educational aids. In addition to the availability of laboratories and equipment according to the requirements of the educational program and the provision of a sufficient number of books in libraries and providing enough time to go to the library and visit it. Also, enriching the study process with the outputs of scientific research (Fawara & Khanfar, 2014).
6. **Faculty members:** It concerns providing qualified, trained and highly qualified faculty members who can advance the academic program.
7. **Quality assurance and continuous improvement of the academic program.** Those in charge of developing educational programs must clearly and openly focus on enhancing all administrative, academic, and research activities by establishing a quality assurance office. The program administration should adhere to quality assurance process frameworks by referring to the outcomes of self-evaluation, construct an appropriate schedule, and the assessment should be evidence-based. In addition to assessing student performance assessments on a regular and periodic basis (Saber & Romle, 2015).

The second standard: The collage of Educational Sciences at the Hashemite University

The College of Educational Sciences was established in 1996. It includes several educational disciplines, the classroom teacher, school counselling and a teacher of art education. The following master's programs are offered: Educational Administration, English Language Teaching Methods, and Mathematics Language Teaching Methods.

And methods of teaching sciences, curricula and methods of teaching, educational psychology, educational counselling, and family counseling. 56 faculty members teach in the Hashemite University academic year 2021/2022, 9 administrative staff members, 1177 students at the undergraduate level, and (334) at the graduate level. The vision of the College of Educational Sciences focused on becoming a leading model in the integration of teaching and learning, advancing the knowledge base through research and culture, and assuming a leadership role in the delivery of services and access to others. Therefore, it worked to develop educational programs following quality standards and academic accreditation, improve the quality of its students, develop educational assessments, and provide high-quality services to support students. In addition to the application of modern technology in learning processes and providing suitable learning environments (labs, laboratories, halls). Concerning scientific research, it aims to enhance the capabilities of the college by supporting scientific research and joint research cooperation within the college and with external parties. Ensuring the availability of electronic educational databases for all faculty members and encouraging the scientific production of the faculty member in terms of quantity and quality. As for improving the academic and administrative environment, it worked to develop mechanisms that attract good academic competencies. HU has offered a professional diploma for preparing and qualifying teachers pre-service in cooperation with the United States Agency for International Development. The idea of the diploma is to train graduate students from science, mathematics, Arabic and English language specializations to be qualified and professional teachers. To develop the educational process before starting their work, by integrating theoretical and practical concepts.

Several studies addressed the application of quality standards in educational field. Momani (2018) measured the extent to which quality standards and quality assurance are applied in Al al-Bayt University in Jordan by applying a questionnaire to 151 faculty members who were chosen randomly. It was found that quality criteria were applied to a medium degree, and there were no significant differences in participant replies attributable to academic rank differences. Where the results of Theban's (2017) study exhibited a high degree of application of comprehensive quality in Jordanian universities, and that there were differences in the responses of the participants attributed to the variable of the type of university, in favour of the public university, the type of college, and in favour of the scientific ones. Using a descriptive survey method, Obeid et al. (2021) conducted a study to identify the effect of academic accreditation on the application of comprehensive quality at the University of Jordan. 840 faculty members and administrators participated in the study. A high effect of accreditation was evident. The results also indicated that universities seek to apply the concept of quality and it is aware of its importance. Using exploratory sequential design (Maghamis & Al-Saleh, 2019) designed a list of quality criteria that consist of (43) criteria including eight educational standards, eleven learning standards, fifteen artistic standards, and nine technical standards. Harahsheh (2018) and Muhammad (2016), studied the availability of quality standards in universities, Harahsheh revealed the availability of the quality standards in Al al-Bayt University with a medium degree, Muhammad (2016) revealed the availability of quality standards in the general diploma program in education at the College of Education for Girls in Abha from the female students' point of view attributable to the academic major. Abu Nair & Al-Badawi (2016) develop a proposed vision for graduate studies programs in the College of Education at King Khalid University, by identifying the reality of the obstacles they face, and identifying indicators of quality and excellence in graduate studies programs in some foreign universities which included (premises visualization, mechanisms, acceptance, and leadership, and focus on the faculty, the curriculum, and calendar system and the perception of the obstacles facing the development of graduate programs). The results of the study of (Eugenio et al., 2013) demonstrated that the reason for developing postgraduate programs in Spanish universities is to apply quality standards and foundations to ensure their programs and good planning. Ala-Vähälä and Saarinen (2009) aimed at identifying all the variables that occurred in the European Association for Quality Assurance in Higher Education Institutions in Bologna using interviews. It was found that there were differences between the responses of the participants and that there was a kind of tension between the active employees regarding the formulation of public policies in the field of quality assurance in higher education institutions. Mahmoud (2017) conducted a study to reveal the obstacles to comprehensive quality in the Faculty of Education at the University of Alexandria. To achieve the goals of the study, the researcher applied a questionnaire to a sample of 100 faculty members. The results of the study showed no statistically significant differences in the views of participants due to the variables of gender, academic degree and major.

Most of the previous studies adopted the descriptive approach (Mahmoud, 2017; Momani, 2018; Abu Nair & Al-Badawi 2016; Theban, 2017; Obeid, 2021; Harahsheh, 2018; Muhammad, 2016; Eugenio et al., 2013).

While one study used the exploratory Sequential Mixed approach (Maghamis & Al-Saleh, 2019), and one study apply the interview (Ala-Vähälä & Saarinen, 2009). The current study was distinguished in its objective and population, which is to reveal the extent to which educational programs assurance standards are applied in the Faculty of Educational Sciences at HU from the viewpoint of the faculty members. The research as well as some previous studies used the descriptive approach.

Methods:

Study Approach: To achieve the goals of the study, the descriptive-analytical method was used, which is considered the most appropriate for achieving the goals of this study, to analyze the data and reach the results that help answer the study questions.

Population and Sample: The study population consisted of all members of the teaching staff in the Faculty of Educational Sciences at the Hashemite University (N=55) faculty members. The study tool was applied to all the participants due to the small size of the population as shown in Table (1):

Table 1. Distribution of Study Sample

| Variables | Categories | Frequency | % |
|---------------|---------------------|-----------|--------|
| Gender | male | 43 | 78.2% |
| | female | 12 | 21.8% |
| | Total | 55 | 100.0% |
| Academic rank | Assistant Professor | 22 | 40.0 |
| | Co-professor | 18 | 32.7% |
| | Professor | 15 | 27.3% |
| | Total | 55 | 100.0% |

Study Instrument:

The study measure "Standards for ensuring educational programs in the College of Educational Sciences at the Hashemite University" was developed after reviewing the theoretical literature and previous studies related to the subject of the study. It consisted of (52) items distributed over five areas: Strategic planning and description of the program consisting of (11) items, Scientific research (11) items, Faculty members (14) items, Academic programs (11) items, and Quality assurance and continuous improvement of the program (5) Items. The five-point Likert scale was used with the following levels : (very high= 5) scores, high (4), medium (3), little (2), very little (1). The score (5) represents a high degree, where (1) indicates a low degree.

To assess the content validity of the content, clarity of statements, linguistic construction, and the relevance of the items to their field, the measure was presented to a specialized and experienced committee (n=10) from Jordanian universities. And to add, change, or remove what they deem appropriate. All of the committee's recommendations were considered. Which was generally agreed upon by the arbitrators as a basis for determining its validity (at least 80 %). To verify the construct validity of the measure, it was applied to the participants to check the extent of the internal consistency? Pearson's correlation coefficients were calculated between the items and the overall score of its field as shown in Table (2):

Table 2. Correlation coefficients of the items of measure with their field

| N | Strategic planning and description | | Scientific research | | Faculty members | | Academic programs | | Quality assurance & continuous improvement | |
|---|------------------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------------|-------|--|-------|
| | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig |
| 1 | 0.622** | 0.000 | 0.612** | 0.000 | 0.542** | 0.000 | 0.751** | 0.000 | 0.698** | 0.000 |
| 2 | 0.698** | 0.000 | 0.758** | 0.000 | 0.552** | 0.000 | 0.632** | 0.000 | 0.563** | 0.000 |
| 3 | 0.662** | 0.000 | 0.633** | 0.000 | 0.659** | 0.000 | 0.630** | 0.000 | 0.854** | 0.000 |
| 4 | 0.759** | 0.000 | 0.659** | 0.000 | 0.722** | 0.000 | 0.662** | 0.000 | 0.866** | 0.000 |
| 5 | 0.712** | 0.000 | 0.742** | 0.000 | 0.736** | 0.000 | 0.712** | 0.000 | 0.522** | 0.000 |
| 6 | 0.721** | 0.000 | 0.633** | 0.000 | 0.702** | 0.000 | 0.744** | 0.000 | | |
| 7 | 0.667** | 0.000 | 0.734** | 0.000 | 0.723** | 0.000 | 0.665** | 0.000 | | |
| 8 | 0.693** | 0.000 | 0.771** | 0.000 | 0.714** | 0.000 | 0.664** | 0.000 | | |

| N | Strategic planning and description | | Scientific research | | Faculty members | | Academic programs | | Quality assurance & continuous improvement | |
|----|------------------------------------|-------|-------------------------|-------|-------------------------|-------|-------------------------|-------|--|-----|
| | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig | Correlation coefficient | Sig |
| 9 | 0.711** | 0.000 | 0.699** | 0.000 | 0.753** | 0.000 | 0.712** | 0.000 | | |
| 10 | 0.753** | 0.000 | 0.689** | 0.000 | 0.692** | 0.000 | 0.732** | 0.000 | | |
| 11 | 0.743** | 0.000 | 0.599** | 0.000 | 0.689** | 0.000 | 0.776** | 0.000 | | |
| 12 | | | | | 0.735** | 0.000 | | | | |
| 13 | | | | | 0.774** | 0.000 | | | | |
| 14 | | | | | 0.711** | 0.000 | | | | |

The results of Table (2) show that the correlation coefficients of each field were as follows: “Strategic planning & its description” ranged between (0.622 - 0.759), “Scientific research” ranged between (0.599 - 0.771), “Faculty members” ranged between (0.542-0.774), “Academic programs” ranged between (0.630 - 0.776) and “The quality assurance & continuous improvement of the program” ranged between (0.522 - 0.866). All of these values were statistically significant at the level ($\alpha = 0.05$) indicating a degree of internal validity of the items.

Table 3. Correlation coefficients between the field & the overall score

| Fields | Overall degree |
|--|----------------|
| Strategic planning & Program description | 0.875** |
| Scientific research | 0.853** |
| Faculty members | 0.877** |
| Academic Programs | 0.876** |
| Quality assurance & continuous improvement | 0.893** |

Table (3) indicates that there are high and statistically significant correlation coefficients at ($\alpha = 0.05$) between the fields with the overall degree of the measure. As the values of the fields ranged between (0.853 - 0.893). All these values were statistically significant at ($\alpha = 0.05$), which indicates a high degree of internal consistency in the items and the overall score of the measure.

Instrument Reliability:

To check the reliability of the scale, the reliability coefficient was obtained by calculating the internal consistency coefficient of the items using the Cronbach-Alpha (See Table. 4).

Table 4. Internal consistency coefficient using Cronbach Alpha

| Field | Cronbach Alpha | N |
|---|----------------|----|
| Strategic planning & program description | 0.855 | 11 |
| Scientific research | 0.867 | 11 |
| Faculty of school | 0.881 | 14 |
| Academic Programs | 0.852 | 11 |
| Quality assurance & continuous improvement of the program | 0.818 | 5 |
| Total | 0.922 | 52 |

Table (4) shows that the internal consistency of the reliability coefficients according to the Cronbach's alpha ranged between (0.818 - 0.881), and the Cronbach's alpha coefficients for the overall items were (0.922).

Study variables:

A. Dependent variables: Applying standards for ensuring educational programs in the College of Educational Sciences at the Hashemite University.

B. The independent variables: Gender (male and female) and Academic rank (Assistant Professor, Associate Professor, Professor).

Statistical analysis

Statistical processing of the study data was carried out using the (SPSS) program, as follows:

To answer the first question, descriptive analysis was obtained.

To answer the second question, the Two Way MANOVA was used to calculate the responses of the participants for the variable of (gender & academic rank). The Scheffe test was also used for dimensional comparisons. The Cronbach- Alpha equation was used to find the internal consistency coefficient. The degree of responses was determined at three levels using the following equation:

Category length = (the highest value - the lowest value) / number of scores.

= $(5-1) / 3 = 1.33$ Accordingly, the scores (1-2.33) a low degree, (2.34-3.67) a medium degree and (3.68-5.00) a high degree.

Results

The degree of application of educational program assurance standards in the College of Educational Sciences at HU. The descriptive analysis was used as shown in Table (5).

Table 5. Descriptive analysis of the scale in descending order

| # | Field | Mean | SD | Rank | Level |
|-------|---|------|------|------|-------|
| 5 | Strategic planning & program description | 4.00 | 0.68 | 1 | High |
| 1 | Scientific research | 3.99 | 0.69 | 2 | High |
| 4 | Faculty of school | 3.91 | 0.94 | 3 | High |
| 2 | Academic Programs | 3.74 | 0.66 | 4 | High |
| 3 | Quality assurance & continuous improvement of the program | 3.73 | 0.74 | 5 | High |
| Total | | 3.85 | 0.60 | High | |

Table (5) demonstrates a high degree of application of educational programs assurance standards in the College of Educational Sciences at the Hashemite University, as it's overall mean reached (3.85) with a standard deviation of (0.60). The researcher attributes this to the college and university's absolute belief in the comprehensive quality management system and its role in improving and sustaining the quality of educational processes and their outputs. Also, to the faculty members keenness to apply it in all educational programs and fields in the college, thus achieving the college's mission and vision and achieving universality. The results of this study are consistent with the study of (Momani, 2018; Harahsheh 2018; Theban, 2017) but it differed from the study of (Ogino, 2014).

The field of "Quality Assurance and Continuous Improvement of the Program" ranked first with a mean (4.00) and a high degree. This result is due to the adoption of a defined strategy and its permanent development that takes into account the needs of society, clarity of its plans and achieving quality in programs and plans. It is also attributed to the fact that the college gives the same attention to plans, programs and strategies related to activating the role of the local community, assessment of students, regulations and policies, and working continuously to develop training plans to improve and advance the level of quality. The field of "Strategic Planning and its description" came in the second place with a mean of (3.99) and a high degree, followed by the field of "Academic Programs" with a mean of (3.91) and a high degree, and the field of "Scientific Research" with a mean of (3.74) and a high degree. Where the field of "faculty members" ranked last with a mean of (3.73) and a high degree. The descriptive analysis of each item is shown in Table (6) below.

Table 6.The descriptive analysis of the items of the scale

| # | Items | Mean | SD | Rank | Degree |
|--|--|------|------|------|--------|
| 1 | The program plan considers the vision, mission, and objectives of the college. | 4.31 | 0.96 | 1 | High |
| 8 | The college plans that are transparent and clear | 4.29 | 0.76 | 2 | High |
| 3 | The program fulfils the needs of society and the labour market | 4.18 | 0.82 | 3 | High |
| 11 | Considering the theoretical and practical side in a balanced way. | 4.15 | 1.04 | 4 | High |
| 2 | The college is keen on building long-term strategic plans with various local community institutions and setting the necessary precautions for its continuation. | 4.13 | 1.14 | 5 | High |
| 4 | The plans of the academic programs seek to solicit the opinions of the relevant stakeholders to build study plans that keep pace with those aspirations and needs. | 4.05 | 0.93 | 6 | High |
| 10 | The college is keen to evaluate and develop its plans periodically. | 3.98 | 0.99 | 7 | High |
| 9 | The colleges are keen to provide all educational resources necessary for academic programs. | 3.76 | 0.94 | 8 | High |
| 6 | The academic courses raise the level of university education. | 3.72 | 0.95 | 9 | High |
| 7 | The plan includes a description of the learning & teaching strategies that achieve the learning outcomes. | 3.71 | 0.96 | 10 | High |
| 5 | The educational program considers academic, technical & professional standards by measuring and comparing them to international programs to identify the learning outcomes envisaged by the program. | 3.62 | 1.06 | 11 | Medium |
| Strategic planning for the program & its description | | 3.99 | 0.69 | High | |
| 4 | The college is keen to conduct joint scientific research in partnership with outside parties. | 4.27 | 0.91 | 1 | High |
| 11 | The department seeks to hold scientific, cultural, developmental, and training seminars. | 4.05 | 1.01 | 2 | High |
| 3 | The college works on finding models used to support scientific research projects and followup on their implementation | 3.95 | 1.07 | 3 | High |
| 5 | The programs work to enhance the capabilities of the college related to supporting scientific research | 3.93 | 1.29 | 4 | High |
| 1 | The department adopts clear and announced plans to follow up on the implementation of its research plan. | 3.82 | 1.22 | 5 | High |
| 8 | The department gives priority to scientific field research that has material and economic returns to the local community and its institutions | 3.78 | 0.81 | 6 | High |
| 9 | The college encourages faculty members to participate in conferences, symposia, and seminars | 3.78 | 1.05 | 7 | High |
| 6 | The college works to provide educational electronic databases for all college employees. | 3.71 | 0.96 | 8 | High |
| 2 | The college is keen to provide an annual scientific research plan | 3.45 | 1.02 | 9 | High |
| 7 | The department uses its activities in scientific research to address the problems of society and its development | 3.31 | 1.48 | 10 | Medium |
| 10 | The college benefits from the results of scientific research in developing academic courses. | 3.15 | 1.38 | 11 | Medium |
| Scientific research | | 3.74 | 0.66 | High | |
| 13 | The college is working on finding a mechanism to verify the appropriateness of the specializations and experiences of the faculty members for the courses they teach. | 4.18 | 1.19 | 1 | High |
| 10 | The college is keen to create preparation programs for new faculty members to ensure that they fully understand the program, their responsibilities, and the institution's policies and regulations. | 4.11 | 0.88 | 2 | High |
| 9 | The college encourages and supports innovation, creativity, and excellence, and works to provide all moral and material incentives. | 4.05 | 0.89 | 3 | High |
| 7 | The college is keen on the professional development of its faculty members | 3.85 | 1.22 | 4 | High |
| 11 | The college provides a system for evaluating the performance of faculty members that includes identifying the responsible party or persons, evaluation procedures, sources, and tools. | 3.76 | 1.14 | 5 | High |
| 8 | The department applies the instructions for teaching hours specified for faculty members according to their academic degrees | 3.75 | 1.21 | 6 | High |
| 4 | The college provides professional development & continuing education programs for its faculty members | 3.70 | 1.02 | 7 | High |
| 6 | The college works on building training programs that meet societal needs | 3.69 | 0.96 | 8 | High |
| 2 | The college works on finding systematic plans and programs for the professional development of faculty members based on studying their actual needs, with the need to study the percentages of participants in the | 3.65 | 1.14 | 9 | Medium |

| # | Items | Mean | SD | Rank | Degree |
|---|---|------|------|------|--------|
| | se programs, their satisfaction with them and the extent to which they benefit from them. | | | | |
| 1 | The college is keen to develop appropriate policies to attract, select and appoint the most appropriate number of faculty members. | 3.64 | 1.13 | 10 | Medium |
| 3 | The department adopts clear and transparent criteria for selecting faculty members. | 3.54 | 1.21 | 11 | Medium |
| 12 | The college periodically monitors the number of faculty members and measures their ratio to the number of female students in the department | 3.52 | 1.30 | 12 | Medium |
| 14 | The college provides a guide that includes the duties and rights of faculty members. | 3.44 | 1.21 | 13 | Medium |
| 5 | The department shows statistics and data for faculty members, broken down by academic qualifications, academic degrees, and experience. | 3.38 | 1.33 | 14 | Medium |
| Faculty members | | 3.73 | 0.74 | High | |
| 7 | The college has integrated files for each course that includes detailed data about the course file. | 4.15 | 1.04 | 1 | High |
| 5 | The department focuses on the extent to which academic programs are compatible with the needs of society, the labour market, and the requirements of knowledge development. | 4.07 | 1.10 | 2 | High |
| 11 | The college is working on developing educational evaluation mechanisms related to teaching and learning processes. | 4.07 | 0.98 | 3 | High |
| 6 | The department seeks to provide advanced curricula that keep pace with the developments of the times and ensure their quality and continuous improvement. | 4.04 | 1.10 | 4 | High |
| 10 | The college seeks to improve the quality of input from students. | 4.04 | 1.15 | 5 | High |
| 4 | The curriculum and its decisions are in line with the general philosophy of the educational institution, achieving its mission and objectives, and the needs of students and society. | 3.95 | 0.97 | 6 | High |
| 1 | The college works on setting policies for creating, developing, & discontinuing academic programs | 3.82 | 1.26 | 7 | High |
| 8 | The prescribed curricula develop skills for developing scientific thinking, self-learning, & cognitive skills | 3.76 | 1.25 | 8 | High |
| 2 | The college publishes the expected educational outcomes for all offered academic programs | 3.75 | 1.27 | 9 | High |
| 9 | The college develops educational programs under quality standards and academic accreditation | 3.71 | 1.27 | 10 | High |
| 3 | The college is keen to determine the course learning outcomes. | 3.62 | 1.33 | 11 | Medium |
| Academic program | | 3.91 | 0.94 | High | |
| 1 | The college is keen to provide a quality assurance unit that handles quality management and assurance | 4.18 | 0.86 | 1 | High |
| 2 | The department provides specialized guides for the quality of academic programs and applies work mechanisms | 4.13 | 1.06 | 2 | High |
| 5 | The program management determines all the procedures through which it can benefit from the results of self-evaluation in the processes of developing and improving its effectiveness | 3.95 | 1.11 | 3 | High |
| 3 | The department conducts a periodic and continuous evaluation of its programs by providing an internal and external evaluation system | 3.91 | 1.04 | 4 | High |
| 4 | The college has a close relationship with program accreditation institutions. | 3.84 | 1.15 | 5 | High |
| Quality assurance & continuous improvement of the program | | 4.00 | 0.68 | High | |

Table (6) indicates that the overall mean of the field “Strategic Planning & Description of the Program” reached (3.99), with a standard deviation (0.69) and a high degree. This is due to the effectiveness and accuracy of strategic planning for all educational programs offered by the college. And to the college’s commitment to implement it correctly and then achieve its goals and mission, and consider all technical, academic and professional standards. Item (1), which reads “The program plan considers the vision, mission and objectives of the college.” came in the first place, with a mean (4.31) and a high degree. While item (5) stipulates that “The educational program considers academic, technical & professional standards by measuring and comparing them on international programs to clearly identify the learning outcomes envisaged by the program.” ranked last with a mean (3.62) and medium degree.

Regarding the overall mean of the field of “Scientific research”, it reached (3.74) with a standard deviation of (0.66) and a high degree. This result may be attributed to the fact that the college sets clear policies to support scientific research and it sought to develop its faculty members, as well as support all the distinguished

university professors. The college also supported all research innovations and provide all material and moral incentives for that. This result agreed with the result of (Al-Tarawneh, 2018).Item (4), which states that “The college provides professional development & continuing education programs for its faculty members,” came at the first rank with a mean (4.27) and a high degree. Where in the last place came item (10) Which stipulated, “The college benefits from the results of scientific research in developing academic courses,” with a mean (3.15) and a medium degree.

As for, the overall mean of the field “Faculty members,” it reached (3.73) with a standard deviation (0.74) and a high degree. Item (13) which reads “The college is working on finding a mechanism to verify the appropriateness of the specializations and experiences of the faculty members for the courses they teach,” ranked first with a mean (4.18) and a high degree. Where item (5) states, “The department shows statistics & data for faculty members, broken down by academic qualifications, academic degrees, and experience,” ranked last with a mean (3.38) and a medium degree.

Regarding the field “Academic program”, its overall mean was (3.91), with a standard deviation of (0.94), with a high degree. The reason for this is the college's keenness to develop all modern academic programs that are commensurate with the requirements of the local market. As the training diploma program was designed to qualify teachers and to develop the skills of graduate students professionally and cognitively. This is evident from Item (1) which obtained the first place with a mean (4.15) and a high degree, and it reads “The college is keen to provide a quality assurance unit that handles quality management and assurance.” While item (3), which states “The college is keen to determine the course learning outcomes,” came with a mean (3.62), a medium degree, and in the last rank.

As for the overall mean of the field “Quality assurance & continuous improvement of the program,” it obtained a mean (4.00), with a standard deviation (0.68), and a high degree. The item which ranked first was item (1), which reads “The college is keen to provide a quality assurance unit that handles quality management and assurance.” It obtained a mean (4.18) and a high degree. Where item (4) states, “The college has a close relationship with program accreditation institutions,” with a mean (3.84) and a high degree.

Results of the second question: “Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the means for quality assurance of educational programs in the College of Educational Sciences at the Hashemite University attributable to demographic variables (experience, academic rank, and gender)?” Descriptive analysis was obtained for the measuring variables gender and academic rank to answer this question.(see Table .7).

| Table 7.variables | Levels | | Strategic planning | Scientific research | Faculty members | Academic program | Quality assurance and development | Total |
|-------------------|------------------------------|------|--------------------|---------------------|-----------------|------------------|-----------------------------------|-------|
| Gender | male N= 43 | Mean | 4.06 | 3.83 | 3.78 | 3.99 | 4.08 | 3.92 |
| | | SD | 0.61 | 0.63 | 0.72 | 0.90 | 0.67 | 0.55 |
| | female N= 12 | Mean | 3.73 | 3.45 | 3.57 | 3.60 | 3.72 | 3.60 |
| | | SD | 0.93 | 0.71 | 0.82 | 1.03 | 0.64 | 0.72 |
| | Total N=55 | Mean | 3.99 | 3.74 | 3.73 | 3.91 | 4.00 | 3.85 |
| | | SD | 0.69 | 0.66 | 0.74 | 0.94 | 0.68 | 0.60 |
| Academic rank | Assistant professor N= 22 | Mean | 3.73 | 3.40 | 2.93 | 2.86 | 3.54 | 3.24 |
| | | SD | 0.90 | 0.67 | 0.30 | 0.30 | 0.50 | 0.35 |
| | Associate professor N= 18 | Mean | 4.06 | 3.88 | 4.15 | 4.49 | 4.11 | 4.14 |
| | | SD | 0.55 | 0.67 | 0.39 | 0.46 | 0.67 | 0.35 |
| | Professor N= 15 | Mean | 4.29 | 4.09 | 4.41 | 4.74 | 4.55 | 4.40 |
| | | SD | 0.24 | 0.37 | 0.23 | 0.25 | 0.42 | 0.20 |
| | Total N=55 | Mean | 3.99 | 3.74 | 3.73 | 3.91 | 4.00 | 3.85 |
| | | SD | 0.69 | 0.66 | 0.74 | 0.94 | 0.68 | 0.60 |

Statistically significant differences were evident between the mean of the participant's responses to the fields and the overall score of the measure. MANOVA test was used to show the statistical differences between the means of the responses as shown in Table (8).

Table 8.Results of the MANOVA test

| Source of variance/ variables | Fields | SS | DF | MS | F value | Sig |
|--|---|--------|--------|--------|---------|--------|
| Gender Hotelling's =0.130 F=1.226 Sig=0.312 | Program strategic planning | .610 | 1 | .610 | 1.392 | .243 |
| | Research | .800 | 1 | .800 | 2.257 | .139 |
| | faculty of school | .004 | 1 | .004 | .043 | .837 |
| | Academic Programs | .216 | 1 | .216 | 1.790 | .187 |
| | Quality assurance & continuous improvement | .505 | 1 | .505 | 1.742 | .193 |
| | Total | | .290 | 1 | .290 | 2.963 |
| Academic rank Wilks' Lambda =0.067 F=26.94 Sig=0.000 | Program strategic planning | 2.576 | 2 | 1.288 | 2.941 | .062 |
| | Research | 4.233 | 2 | 2.117 | 5.974 | .005* |
| | faculty of school | 23.857 | 2 | 11.929 | 115.713 | .000* |
| | Academic Programs | 39.712 | 2 | 19.856 | 164.823 | .000* |
| | Quality assurance and continuous improvement | 8.707 | 2 | 4.353 | 15.020 | .000* |
| | Total | | 13.594 | 2 | 6.797 | 69.366 |
| Error | Program strategic planning | 22.336 | 51 | .438 | | |
| | Research | 18.069 | 51 | .354 | | |
| | faculty of school | 5.258 | 51 | .103 | | |
| | Academic Programs | 6.144 | 51 | .120 | | |
| | Quality assurance and continuous improvement | 14.781 | 51 | .290 | | |
| | Total | | 4.997 | 51 | .098 | |
| Adjusted total | Program strategic planning | 25.912 | 54 | | | |
| | Research | 23.654 | 54 | | | |
| | faculty of school | 29.543 | 54 | | | |
| | Academic Programs | 47.305 | 54 | | | |
| | Quality assurance and continuous improvement | 24.720 | 54 | | | |
| | Total | | 19.581 | 54 | | |

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

No statistically significant differences at the level of significance ($\alpha = 0.05$) between participants responses were evident in all areas (program strategic planning and description, scientific research, faculty members, academic programs, quality assurance and continuous improvement of the program) attributable to the difference of gender variable. The statistical values of the (f) test on the fields were (1.392) (2.257) (0.043) (1.790) (1.742) and at the level of significance (0.243) (0.139) (0.837) (0.187) (0.193) respectively. All of these values are not statistically significant at ($\alpha = 0.05$). There are also no statistically significant differences at the level of significance ($\alpha = 0.05$) on the overall degree of the scale attributed to the difference in gender, where the value of (F) on the overall scale reached (2.963) at the level of significance (0.091). This value is statistically significant. The reason for this is due to the validity of the participant's responses to the measure, and the keenness of the Faculty of Educational Sciences at the Hashemite University to apply comprehensive quality management in its educational programs for all the staff who works in the college, regardless of gender. The results of this study also agreed with the study of (Momani, 2018), but they differed with the study of (Harahsheh, 2018; Ala-Vähälä & Saarinen, 2009).

The results of the table indicate that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) between the participant's responses to the strategic planning field of the program and its description due to the difference in academic rank. The statistical value of the (f) test on the domain was (2.941) and at the level of significance (0.062), and this value is not statistically significant at ($\alpha = 0.05$).

There are also statistically significant differences at the level of significance ($\alpha = 0.05$) between participants' estimates on each of the areas (scientific research, faculty members, academic programs, quality assurance and continuous improvement of the program) due to the difference in academic rank. The statistical values of the (f) test on the fields reached (5.974) (115.713) (164.823) (15.020) and the significance level (0.005) (0.000)

(0.000) (0.000) respectively. Accordingly, all of these values are statistically significant at ($\alpha = 0.05$). It also shows that there are statistically significant differences at the level of significance ($\alpha = 0.05$) on the overall score of the measure due to the difference in academic rank. Where the value of (F) on the overall tool was (69.366) with a level of significance (0.000). This value is statistically significant. The differences were between the participants in terms of academic rank (professor) and (associate professor) on the one hand, and academic rank (assistant professor) on the other. The differences were in favour of the academic rank (Professor) and (Associate Professor) with a higher mean on the fields and the overall measure.

The researcher attributed this to the fact that “professor” and “associate professor” can realize the importance of quality assurance more than other academic ranks, due to their vast experience which makes them more aware of the importance of quality assurance and its requirements, and also their contribution and greater role in achieving quality assurance in the academic programs offered by the college. No one can deny the high desire of university professors to achieve the most appropriate and best level of quality for their college, which may motivate them to make the greatest effort to achieve quality assurance.

Recommendations

- Investigating the impact of combining academic quality with other variables and in other colleges by establishing a correlation between quality and other variables.
- Assuring that educational programs meet all requirements by assessing and comparing them to international programs to clearly and precisely describe the desired learning results from educational programs.
- Maintaining a high level of quality assurance for educational programs at the College of Education by providing the necessary help.

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