

Evaluation of the Educational Management Program in Light of the Academic Accreditation Standards from the Point of View of the Faculty Staff Members of the Jordanian Universities in Irbid

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Abstract: The study aimed to determine the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty staff members of the Jordanian universities in Irbid. The researchers adopted the descriptive, analytical approach and the study sample consisted of (17) faculty staff members specialized in educational management who were selected through the complete consensus due to the limited size of the study population. The results of the study depended on a questionnaire consisting of (4) fields requiring the viewpoints of the participants for evaluating the educational management program. The results of the study indicated that the degree of the evaluation of the educational management program in light of the academic accreditation standards at the Jordanian universities in Irbid from the point of view of the faculty staff members was medium by a mean of (3.47) and a standard deviation of (0.46) and that there were no statistically significant differences in the estimates of the faculty staff members for the degree of the evaluation of the educational management program in light of the academic accreditation standards attributed to the variables of (gender, academic rank, and career experience). One of the most prominent recommendations is working on improving the educational management program in light of the academic accreditation standards in terms of the content and objectives of this program, the study plan, teaching methods and research services and facilities.

Keywords: Evaluation, Educational Management Program, Standards, Academic Accreditation, Jordanian Universities.

Introduction and Theoretical Background

Education is currently witnessing rapid developments in various areas of life, which in turn impact the university and higher education. This called for evaluating the educational programs. The developed and modern countries sought to take a set of measures such as obtaining the academic accreditation, which is one of the most important and prominent issues of concern to the developed countries. The reason is because they are important in improving and developing their educational programs,



and maintaining their continuity in the midst of the competitiveness of other university institutions. Another reason is to show their strengths and weaknesses and also because of their importance in preparing and qualifying the future generations to meet the challenges of the technological and cognitive revolution in light of the increasing demand for graduate programs. Therefore, the attention was given to the quality of these programs and conducting continuous evaluation studies to ensure their continuation in a distinct way.

The evaluation process is a comprehensive, continuous and dynamic process that involves issuing certain judgments for development and improvement. Therefore, data and information on what to be evaluated must be made available so that the evaluation process is based on the availability of pre-defined standards. This process includes two main axes: measurement and issuing judgments that include values. This means measuring the extent to which goals are achieved, proximity or distance from achieving them, and determining the points of strength and weakness. (Al-Azzawi, 2007).

The educational system is undergoing major and continuous changes; the faculties and universities recognize that these changes range from the type of students registered in education and the number of the students enrolled in education, changes in technology, and the global demands imposed on higher education institutions. Change is considered normal in the higher education institutions specially when there is an evaluation process behind such change that is called accreditation. This process is subject to changes since education faces global, changing and pressing demands. Accreditation in education is one of the most important and oldest quality assurance mechanisms since it is a process to control quality and ensure it in education. This is a result of confirming the availability of the requirements for the success of the institution, for evaluation, or both. This is done according to the request of any educational institution so that it evaluates its programs in order to meet its programs with acceptable minimum standards (Bernhard, 2012).

The educational evaluation is one of the most important components of any educational system because it constitutes its solid foundation that determines what is really found with what is targeted. This leads to a continuous development with all its educational process, which includes educational programs and courses according to specific standards and indicators to develop new integrated and comprehensive vision for the evaluation. It must focus on the positive and distinct aspects and the weaknesses and shortcomings and addressing them. This is for the purpose of achieving the educational programs and courses in accordance with reality, quality standards and academic accreditation, especially in light of the age of information, knowledge, and developments in all the aspects of life that dominate the human life (Ernest, 2013).

The faculties of education in the Jordanian universities are constantly reviewing and evaluating their functions, programs, objectives and policies because they realize that one of their most important functions is education, scientific research, community service in terms of providing continuing educational programs, educational consultations for the community and its various institutions, and preparing



distinguished faculty members, as well as performing administrative work in a sophisticated format that suits the requirements of the contemporary life and the needs of the knowledge society. However, the higher education faces major challenges that hinder its growth and development, and reduce its efficiency, effectiveness and quality, as a result of the massive quantitative expansion witnessed by this education over the past three decades. One of the most prominent challenges adopted imported educational models, the failure to align and balance the outcomes of the higher education and the needs of the national development plans, as well as the failure to adopt standards of competence and excellence in the selection of administrative leaders (Majid and Al-Zeyadat, 2008).

The issue of the academic accreditation in the university education is one of the most pressing issues in the educational programs at all the national and international levels, as it is a necessary basis for achieving any desired renaissance in the educational process in all its vocabulary. The issue of the academic accreditation is an optional process carried out by a self-imitative from the department or faculty so that their performance is assessed by non-governmental bodies. This enables them to achieve global levels of performance in a given period in accordance with the standards of those organizations or bodies. This is done through a careful review of its programs and verification of its meeting with the terms and standards of the academic accreditation, so that the specialists can know the academic, professional level of each academic department or faculty and its degree of consistency with the international accreditation standards (Al-Asmari, Al-Jundi and Hassan, 2016).

Many international institutions interested in the academic accreditation of the educational programs have emerged around the world. The most important of which was the Council for the Accreditation of Educator Preparation (CAEP), which is one of the most important specialized councils in the academic accreditation of the educational programs. The CAEP began applying the standards in 2016 and it was as replacing NCATE and TEAC, which were pioneered in the academic and educational accreditation. The objectives of the CAEP focused on promoting educational research and innovation for achieving the continuous development and improvement of the educational programs. It also aimed to become a model accreditation body for all the educational institutions in the world (Al-Ghamri, 2017).

Each institution of higher education in the United States of America must obtain the recognition by an accreditation body or institution under the supervision of the U.S. Department of Education. The recognition process does not take place only once in the life of the institution, but it is a continuous process with follow-up visits and amendments. The US law activates these standards for any educational institution. These standards include: development and evaluation of the curriculum, facilities, equipment, resources and administrative and financial capabilities, the level of the success and progress in the achievement of students in light of the mission of the institution that ensures the completion of courses and tests approved, the employment rates in the specialization in the future, student support services, admission and registration, university calendar, evidence, publications, grading and media system, procedures related to the study programs, such as the length of the program, its



objectives, and awarded degrees, and finally the student complaints register (Miles, 2010).

Evaluation:

Evaluation is one of the most important pillars of the educational process that it works on determining the extent of success in achieving the desired goals, as it determines the problems, diagnoses situations, and knows the obstacles to improve the educational process, upgrade it, and help it achieve its goals (Al-Mani' and Al-Otaibi, 2015).

Concept of Evaluation:

Evaluation "taqwim" in language: it is taken from the verb "Qawwam", which is related to people. "taqwim" is related to "qaw-wama" which means fixes and modifies. "taqyim" is taken from "Qay-yama" which means estimated the value and price of a certain thing. "qaw-waama al-sil'a" means that he estimated the commodity. Abu Obeida said: "If you are straight "Istaqamet" then this means that you are valued "Qawamta". (Ibn Manthur, C5, 346).

The American Society of Evaluation defined it as: "verifying the value, importance or significance of something or person taking into account specific dimensions" (Jcsee, 2011, 287).

The educational evaluation is defined as: "The process of using the data and information provided by measurement with the aim of making judgments or decisions concerning the different ways of the educational work or by verifying the extent of the agreement between performance and objectives" (Al-Nashwani, 1993).

Importance of Evaluation:

Evaluation derives its fundamental importance in various areas from the need to rely on it to measure and estimate the extent to which the objectives of each process and in each field, especially in the educational field, are achieved. It is an essential element in the educational process in general, and in the building of curricula in particular. It is no longer limited to measuring the educational achievement, but also to measuring the characteristics of personality in all its aspects, Thus, its fields and methods were varied. It is also considered one of the most important factors in detecting talents and distinguishing those with special abilities and inclinations and with distinctive abilities and skills. Evaluation further helps both the teacher and the learner to know how to progress towards the goals; it became an important pillar of planning because it evaluates the results on which planning is based (Bahi and Al-Nemer, 2004).

As a result, the evaluation of the postgraduate programs has become a very important issue, as the evaluation of these programs at the global level is now an integral part of the educational process. It became a prerequisite of all the international academic accreditation bodies to ensure quality. This age is described by some thinkers as the age of quality, as quality is no longer a luxury, but an urgent necessity, dictated by the movement of the contemporary life; it is a proof for the



spirit survival and the spirit of the survival for the educational institution (Al-Houli, 2004).

The educational management appeared in the end of the nineteenth century as a specialized field of knowledge since it is a profession with constant foundations and behavioral basics in the community of the actual practice in the administrative management field. The requirements of the educational work expanded and its structures increased in the form that led to the need of having this type of management. If the management refers to a group of interrelated processes that connect with each other to achieve a common purpose. Thus, the education management is a group of interrelated processes within three administrative levels: the national level (ministry), the local level (Directorate of Education) and the procedural level (school unit) to achieve the desired objectives of education (Mouawad and Rizk, 2003).

The concept of the educational management: "a group of operational and technical processes produced through a collaborative collective humanitarian action that always seeks to provide an active and organized intellectual and collective environment in order to overcome difficulties, adapt existing problems and achieve the specific educational objectives of society and educational institutions" (Hamed, 2008, 23).

Academic Accreditation:

The UK's academic accreditation system began in (1992), with its responsibility assigned to the higher education funding boards in England and Wales, which assessed the quality of education in the higher education institutions it funded through three objectives, including: the extent to which the institutions are committed to promoting improvement and development, commitment to providing adequate information to society about the quality of their education programs, as well as the extent to which they have guarantees of a high return on the money spent on them. In (1997), the responsibility for the academic accreditation in the United Kingdom was transferred to the Education Quality Assurance Authority, which aims to enhance the public confidence in the higher education institutions, through some procedures starting from a self evaluation followed by a preliminary assessment process, a formal visit to the institution and the preparation of a final report explaining the status of the institution and whether it can be adopted or not (Abd Al-Mu'ti, 2009).

Concept of Academic Accreditation:

The term "accreditation" is a relatively modern term, which began to be used in the Arabic writings at the beginning of the 1990s as a result of the emergence of many international changes and the increased use of the quality concepts in the educational institutions (Mujahid, 2008).

Accreditation "i'etimad" in language: "It means reliance. a person relied on a person or a thing . when a person "i'tamada", it means that he relied on a person or something. When he "i'tamadaal'amer" , it means that he approved a certain thing and that he approved implementing it" (Al-Baalbeki, 2002, 24).



Accreditation in terminology: it is an academic rank or scientific academic status, awarded to the academic program in exchange for meeting the national, Arab or international quality standards. This is granted according to an agreement of the educational evaluation institutions. It is considered an essential step for the institution to move towards excellence in its compatibility with the best known international standards, facilitating the means of recognition by the international academic and professional communities and the ability to compete with its competitors (Al-Anzi, Al-Karawi and Al-Jabouri, 2015).

Academic accreditation: "The process by which a body or agency recognizes that a faculty, university or study program has met previously defined requirements and standards" (Stephanie, 2008, 23).

Al-Maqableh (2019, 11) defined it as: "a set of procedures carried out by a particular body or institution by accreditation. It helps the university to identify and overcome the weaknesses, identify and enhance strengths, and contribute to improving its performance to achieve the required standards. Then, it grants a documented recognition that the university has achieved the minimum required standards."

The National Authority for the Academic Evaluation and Accreditation adopts two types of the academic accreditation:

1. Institutional (general) accreditation: it focuses on the institution as a whole in accordance to specific standards. It ensures recognition of the overall entity of the institution. If these standards are confirmed, a transition to the academic accreditation is made as a complementary part of the overall accreditation of the institution. The latter aims to ensure that there is a good organizational basis and structure for the educational activities, and this type of accreditation gives either a primary or initial qualification to the educational institution as an integrated working institution (Badawi, 2012).
2. Academic/programmatic (special) accreditation: This type of accreditation comes after the foundation has passed the initial accreditation. This accreditation is not granted until at least one year after the graduation of the first batch. The reason is getting an integrated evaluation and a thorough examination of all things related to the school programs at all stages, faculty members, academic qualifications, expertise and research activities, the number of students and their performance in the monthly and final exams and the availability of various learning sources (Al-Thaqafi, 2012).

Importance of the Academic Accreditation:

The importance of the academic accreditation is represented through the emergence of several reasons, the most important of which are: the increase in the number of students admitted to the university, the quantitative increase in the universities at the expense of the qualitative level, which in turn leads to the low quality of the university education, the complexity of the regulations, laws and instructions that hinder the administrative and educational matters, the absence of the qualification and training of the academic and technical staff and students in preparing



the general policy of the university education, the limited employment opportunities for graduates after graduation, the low level of the scientific research, the emergence of community universities aimed at profitability in their objectives which leads to the loss of the qualitative performance in the educational processes, the increasing importance of the knowledge as a driver of growth in the context of the global economy and the information revolution, as well as the globalization of the professions where the professionals today move from one country to another easily. This requires that countries should agree on the minimum knowledge and skills for each profession (Lenn, 2004).

Objectives of the Academic Accreditation:

The academic accreditation is mainly aimed at various matters including ensuring that the scientific level of the educational institution is maintained and that it works to achieve good levels of the academic and professional performance in the programs it offers. Thus, this helps its institutional capacity and educational effectiveness in achieving its mission and educational objectives. Furthermore, the academic accreditation is aimed at enhancing the competitiveness of the higher education institutions in relation to the standard-based development process, as well as in establishing a culture of accountability and in the accountability in the organizational structures of these institutions (Al-Qarni, 2012).

Stages of the Academic Accreditation:

The academic accreditation process goes through several stages, starting with a comprehensive study of the status of the institution wishing to obtain a full accreditation. It supports the study by the necessary documents indicating the credibility of the study in the form of tables and appendices. This is followed by an application from the educational institution to the accreditation body indicating its willingness to take accreditation procedures providing it with a copy of the feasibility study conducted at the establishment of the institution to guide it in evaluating its performance, and then granting it accreditation. Then, the authority will be provided with the necessary documents to make the accreditation decision. It will then commission a team from the authority for conducting a self-study, study the attached documents and make a decision on the institution validity to take the accreditation procedures. This is followed by forming a committee or a number of specialized committees to conduct a field visit to confirm the credibility of the self-study provided, conduct field interviews with professors, administrators and graduates, and check on all the current conditions directly. Then, the authority prepares a report to submit it to the Accreditation Authority, which will study all the reports, observations and recommendations provided from the institution and from the field visits. It makes its decision in light of the educational institution's compliance with the required standards. The institution has the right to respond to the report of the Authority while implementing its aspects and realizing certain matters. In light of this, the Authority may review its decision or hold on to it (Tarabulsiya, 2011).



Academic Accreditation Standards:

The term "accreditation standards" refers to: "standards set by the Accreditation Authority with the participation of stakeholders and beneficiaries of the educational service in accordance with the international standards. They represent the minimum level of the standards of the educational institutions or programs (Magableh, 2019, 39).

The standard of the accreditation means: "the level of the requirements that must be achieved by the educational institution so that the graduate has acquired a minimum of knowledge and skills in order to achieve the mission of the institution" (Khalil, 2007, 527).

Importance of the Academic Accreditation Standards:

The importance of the academic accreditation standards lies in facilitating the task of the management where they represent the basis of the business procedures. Through them, expected, desirable and agreed standards for the institutional performance can be established in all its aspects and the culture of quality can be spread in the institution. Ideally, the customers and employees of the organization learn better in a standards-based environment where the means of development are more available if the employees realize that the work done will be compared with predetermined standards. Following the incentive system depends on tasks achieved and ensuring the clarity and transparency in the institution's dealings and the external accountability situations as well as allowing for comparison and evaluation. The standards are considered entries for judging the quality in a particular knowledge area. Through the standards, a comparison is made in different contexts and particularly in the organization's application for the academic accreditation. Furthermore, the standards ensure the continuity of experience that all efforts are combined to achieve the standards in all the study programs at all levels (Al-Sarhan, 2013).

Conditions or standards that must be met in the accreditation bodies:

(Al-Dahshan, 2007) referred to a set of conditions and standards to be met in the accreditation bodies, most important of which are: to be an independent national and legal, be non-profit, adhere to the national standards of education in its practices, have highly qualified staff in the field of educational evaluation, have a prior experience in dealing with the educational institutions, have no interests with practicing the educational accreditation (neither its members), report periodically to the Accreditation Committee with regards to the procedures practiced and results, have clear insights and procedures for their work, and finally provide models of self-assessment steps, clear field assessment procedures, clear follow-up and evaluation procedures, and clear procedures for publishing the results.

Obstacles of achieving the academic accreditation standards:

Applying the academic accreditation standards for the graduate programs at the universities faces some obstacles, including: the scarcity of the national experience in the fields of evaluation and academic accreditation, the absence of pre-academic



supervision, the absence of the statistical data required for the reference comparison, differences among the qualifications of the faculty members among the departments in the same institution, little scientific productivity among the faculty members, high financial cost for implementing the academic accreditation procedures, and the significant increase in the number of students in higher education institutions (Abd Al-Jabbar, 2012).

Academic accreditation standards for the postgraduate programs in Jordan:

The graduate programs seek excellence in their academic programs. This is achieved through adhering to specific standards that achieve quality assurance, and then recognizing and approving these programs by the Higher Education Accreditation Authority and ensure its quality.

The standard in language: "What was taken as a basis for comparison and estimation. The standard is one of the scales. The standard is by what the scales were estimated. In philosophy, the standard is a model achieved or a conception of what the thing should be" (Arabic Language Complex, 2004, 639).

The standard in terminology: the expected level of requirements and conditions required for the quality assessment. It represents the level required to be achieved by the higher education institutions and their programs to obtain the accreditation (Wayne, 2000).

Ramadan (2009,16) defined it as: "A particular rule, or level sought to be achieved. It is an end that must be achieved in order to measure how close this reality is to the required level."

Academic Accreditation Standards: "the conditions and specifications without which the decision to obtain an academic accreditation cannot be reached for the programs and institutions wishing to obtain such accreditation. They refer to a range of dimensions, rules or objectives that higher education programs and institutions must meet in order to prove that the qualitative quality indicators are high (Al-Arimi, 2005, 12).

The Accreditation and Quality Assurance Authority of Higher Education Institutions in Jordan has issued a set of standards, most important of which are the (Accreditation and Quality Assurance Authority, 2017):

Standard I: University Institution

The institution that offers graduate programs in addition to BA programs. It has a faculty or a deanship for the graduate studies with a board headed by the Dean including: Deputy/deputies Dean of Graduate Studies, deans of the relevant faculties that offer graduate studies or those on behalf, and Two experienced and competent persons from outside the university appointed by the president of the university with the placement of the Dean of the Graduate Studies. Each specialty must have expected



educational mission, objectives and outcomes that are consistent with the faculty's vision, mission and objectives.

Standard II: Faculty Staff in the Postgraduate Programs

- 25% of the faculty members must be graduates of universities that consider English as the language of teaching.
- At least 50% of the faculty members in the specializations must be Jordanian.
- The duration of the contracts of 50% of the faculty members should not be less than three years at least.
- The Accreditation of the faculty member with the rank of professor or associate professor must be for the purposes of teaching, supervision of university theses and calculating the capacity of the graduate programs. Furthermore, within the last five years, he/she must have achieved any of the following:
 - 1- At least two published papers or two papers accepted for publication within his specialization in well-established scientific journals. One of the papers must be either published or accepted for publication in a world-classified journal.
 - 2- Two books in the field of specialization.
 - 3- A well-written book in the field of specialization and a published or accepted for publication research in a globally-classified journal.
 4. The accreditation of the professor must be for the purpose of teaching, supervising the theses and knowing the capacity of the graduate programs. He must have two papers either published or accepted for publication in well-established journals within the last three years. One of the papers must be either published or accepted for publication in a world-classified journal.
 - 5- The accreditation of the faculty member in the graduate programs requires that the program and the specialization from which he obtained his postgraduate degree must be accredited by the higher education institutions.

Standard VI: Capacity

- The maximum capacity for the number of students enrolled in the Doctoral Program is (40).
- The maximum capacity for the number of students enrolled in the MA program for the humanitarian specializations is (100).
- The maximum capacity for the number of students enrolled in the MA program for the scientific and applied specializations is 60.

Various studies were conducted in the field of the educational management program in light of the academic accreditation standards in the Jordanian universities in Irbid, for instance, Hasan and Bakkar (2019) aimed to evaluate the degree of applying the academic accreditation standards at the Faculty of Education at Sultan Qaboos University from the point of view of the faculty staff and the graduate students. The researchers adopted the analytical, descriptive approach and the study sample consisted of (182) graduate students. A scale for measuring the elements of



activating the academic accreditation standards. The study found that there were no statistically significant differences between the independent variables of the study "gender and profession", and the interaction between them in the answers of the members of the sample regarding the four factors that represent the most important elements to activate the outputs of the academic accreditation in the faculty. Furthermore, the statistical analyses showed four factors produced by the factor analysis that contribute to activating the outputs approved by the accreditation committee in the process of the faculty during the accreditation phase, and continuing and developing it.

Al Safran (2015) aimed at evaluating the graduate programs at the Faculty of Education at King Khalid University in Saudi Arabia in light of the quality standards and the academic accreditation from the point of view of the faculty staff and the graduate students. The analytical and descriptive approach was used and the study population consisted of the faculty staff and the graduate students at the Faculty of Education in Abha King Khalid University. The study sample consisted of (50) faculty members (males and females), and (279) male and female graduate students. The questionnaire was also used to achieve the purposes of the study. The study results indicated that all the axes of the quality standards from the point of view of the faculty staff were medium except for two axes, which were high. The study also indicated that all the axes of the quality standards from the point of view of the graduate students, and the overall degree at a medium degree.

Al-Mani' and Al-Otaibi (2015) aimed at evaluating the doctoral program in the Department of Management and Educational Planning in the faculty of Social Sciences at Imam Mohammed ben Soud Islamic University. The researchers adopted the descriptive approach and the study population consisted of 73 male and female PhD graduate students in the department of management and educational planning. The questionnaire was also used to achieve the purposes of the study. The study showed that the members of the study moderately approve the study plan and the courses of the PhD program in the dept. at the faculty of social sciences at Imam Mohammed Bin Saud Islamic University, the study members moderately approve the teaching methods and techniques and the evaluation methods used in the PhD program in the Department of management and Educational planning at the faculty of social sciences in the Imam Mohammed Bin Saud Islamic University and finally they highly approve the suggestions for developing the PhD program at the dept.

Al-Qurashi (2014) aimed at figuring out the obstacles of applying the academic accreditation in the mission, objectives and scientific research at um al-Qura University from the point of view of the faculty members. The researcher adopted the descriptive survey approach and the questionnaire to achieve the purpose of the study. The study sample consisted of all the faculty staff members (250) in the faculty of education. The study results showed that the total degree for the responses of the faculty staff on the degree of the obstacles of applying the academic accreditation in the mission and objectives was high. The dimension of the organizational and administrative obstacles was ranked first by a high degree followed by the dimension



of the obstacles of the technical equipment and buildings in the second place by a high degree and then the financial obstacles, which was third by a high degree.

Madkhali (2013) aimed at determining the reality of applying the program accreditation standards in the departments of the faculties of education at Um al-Qura University, and the difficulties facing the application. The researcher used the descriptive method, as well as the questionnaire to achieve the purpose of the study. The sample of the study consisted of (144) individuals (32) academic leaders and 112 faculty members. The study results indicated that the degree of applying the program accreditation standards in the departments of the Faculty of Education at um al-Qura University was medium as a whole and that the most difficulties facing the application of the program accreditation are represented in the need for a long time and effort to apply the standards of the program accreditation in the department, the lack of material resources available, the poor equipment and services of the department, the weakness of the training programs provided to employees regarding the program accreditation and finally the resistance to change from some of the staff in the department.

(Yaksel, 2013) aimed at evaluating the academic accreditation standards in the higher education institutions in Turkey from the point of view of the graduate students. The researcher used the descriptive approach and the questionnaire to achieve the purpose of the study. The study sample consisted of (26) graduate students at Othman Ghazi University in Turkey. The content analysis was also used in dealing with data. The results showed that the graduate students consistently valued the concept of quality in accordance with the accreditation standards, and that the academic accreditation course in the higher education passed through important obstacles related to the weak accreditation standards. The researcher recommended reconsidering the accreditation standards in higher education in Turkey.

Nassar and Abd Al-Qadir (2012) aimed at proposing a set of requirements that must be met at the faculties of education of Al-Azhar University, which qualify them for the academic accreditation, and to identify the viewpoints of the faculty members of those faculties on the availability of these requirements in reality. The researchers used the descriptive, analytical approach and the questionnaire to achieve the purpose of the study. The study sample consisted of 76 faculty staff members of the two faculties. The results showed that most these requirements are available in the faculties of education in Al-Azhar university by a medium degree that do not qualify them for getting the accreditation. This requires setting plans and making decisions suitable for providing such requirements contributing these two faculties for the academic accreditation.

(Yung, 2010) aimed at figuring out the global competitiveness in higher education regarding the international accreditation programs and institutions, and pursuing the international academic accreditation that raises many questions in the national accreditation in standards to ensure the local and global quality. The researcher used the descriptive approach and the questionnaire to achieve the study purpose. The study sample consisted of (102) faculty members. The study concluded that the international accreditation would form a National Taiwanese framework for the



quality assurance, multiple impacts on the national institutions and accreditation agencies in Taiwan, which you can see now and increasingly feel it as well as the analysis of challenges facing the national institutions and accreditation agencies.

(Darandari, 2009) aimed at demonstrating the role played by the National Authority for the Academic Evaluation and Accreditation in Saudi Arabia, and the quality assurance processes in improving the higher education institutions in relation to women's empowerment. The researcher adopted the case study at King Saud University. The study sample consisted of 32 participants including the quality administrators and people in chief at the university. The study results indicated some differences in making decisions, leadership, powers granted and independent financing between men and women at the university, which hinder achieving the accreditation standards.

Study Problem and Questions:

The faculties of educational sciences are one of the most important pillars adopted in preparing and rehabilitating individuals, and building communities. To assess the performance of these faculties and constantly develop and modernize them, it is important to focus on developing and building the personalities of people in all the physical, mental, spiritual and psychological aspects. Therefore, these faculties must work within one unit where they are keen to introduce modern theories and management systems at all the administrative levels in the faculties so they ensure a kind of survival, continuing, growing and competitiveness (Al-Otaibi and Al-Rabi', 2012).

The educational programs are an integrated system that translates the educational philosophy of the society, so these educational programs must keep up with the various contemporary variables and developments so they suit the educational philosophy. Therefore, there must be a continuous and comprehensive evaluation and review of various educational aspects, and obtaining the accreditation that is necessary in order to ensure that the goals are achieved to develop them and make desired positive changes.

In view of the importance of the educational programs in general and the educational management program in particular in raising the level of the higher education and improving its quality, and in preparing qualified human resources, which contribute to comprehensive and sustainable development, there was a need to determine the degree of the evaluation of the educational management program in light of the standards of the academic accreditation. This is for the purpose of developing its performance in accordance with the needs of society and its developmental requirements, which is very important as a result of the increasing use of the educational management program, and paying attention to the quality of the education at the expense of the type. This weakens its external efficiency. The study problem is evident through determining the degree of the evaluation of the educational management program in light of the academic accreditation standards at the Jordanian universities from the point of view of the faculty members. In particular, there are no recent studies conducted on the evaluation of this program at



the Jordanian universities. Specifically, this study sought to answer the following questions:

- 1- What is the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid?
2. Are there statistically significant differences at sig. ($\alpha \leq 0.05$) in the opinions of the study sample members on the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid depending on the variables of (gender, academic rank, and career experience)?

Study objectives: The study sought to achieve the following:

- 1- Determining the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty members. This is done for figuring out and diagnosing the strengths and weaknesses of the educational management program to focus and highlight the aspects that need further development and activation in accordance with the academic accreditation standards.
- 2- Determining the impact of the variables of (gender, academic rank, and career experience) in their degree of the evaluation of the educational management program in the Jordanian universities in Irbid from the point of view of the faculty members. This is meant to get a better and deeper understanding of the reality of these programs and to take advantage of the results to recommend the improvement and development of this program.

Study Importance

The importance of this study stems from the importance of its subject, which is the academic accreditation. It is an important global requirement for all the Jordanian faculties and universities, especially for their educational programs, so that their performance is verified and developed in accordance with the academic accreditation standards. The purpose is raising the efficiency of the educational programs and improving their outcomes. The importance of this study lies in the following:

- It is hoped that the results of this study will help the faculty members to determine the degree of the evaluation of the educational management program in the Jordanian universities, which contributes to searching for ways to improve this program, in order to keep up with the various changes and the developments of the times and its issues in line with the societal developments and the academic accreditation standards to achieve the goals of the comprehensive development.
- Contributing to the dissemination and promotion of the culture of the academic accreditation among the faculty members in the Jordanian universities.
- Contributing to the enrichment of the theoretical literature on the subject of the evaluation degree of the educational management program in light of the academic accreditation standards in the Jordanian universities.

Conventional and Procedural Definitions

This section deals with two sections of definitions, conventional and procedural:

Evaluation: "The process carried out by the individual or the group to find out what strengths and weaknesses of any work contain as well as the success or failure factors for achieving its desired goals as best as possible" (Bahi and Al-Nemer, 2004, 23).

The degree of the evaluation of the educational management program is procedurally defined in this study as: the degree on the study tool registered by the respondents to measure the degree of the evaluation of the educational management program at the University of Jordan in Irbid.

Program: "A series of activities aimed at enriching the experiences of workers, developing their information and informing them about the new and modern aspects related to their job. This contributes in their professional growth and keeping up with contemporary developments" (Al-Ta'ani, 2002:15).

Educational Management: "a group of operational and technical processes produced through a collaborative collective humanitarian action that always seeks to provide an active and organized intellectual and collective environment in order to overcome difficulties, adapt existing problems and achieve the specific educational objectives of society and educational institutions" (Hamed, 2008, 23).

Standards: "The level of the requirements and conditions that must be applied by the organization or programs and they are approved by the authority of Quality Assurance or Accreditation" (Al-Khawaldeh, 2003, 34).

It is procedurally defined as: a set of conditions, specifications and models that should be present and they are applied in the educational management program in order to obtain the academic accreditation. They are stipulated in the instructions for the accreditation of the Educational Management Program in the Accreditation Authority for the Higher Education Institutions and ensuring their quality in the postgraduate programs in the Jordanian universities.

Accreditation: "it is a scientific institutional activity targeted towards the advancement of the level of the educational institutions and the study programs. It is an effective tool to ensure the quality of the educational process and its output and the continuity of developing it" (Majid and Al-Ziyadat, 2008, 25).

Academic accreditation: "An evaluation process for the educational institution (institutional academic accreditation), or the academic programs (academic program accreditation) for the purpose of ensuring that they meet the standards set by the accreditation body. It is conducted in accordance with certain procedures, and then the accreditation is given to the institution or the program" (Al-Omari, 2017).

It is procedurally defined as: the provision of the minimum requirements for the academic accreditation standards that are required to be met in the educational management program for being approved and adopted by the institution of the accreditation of the higher education program institutions.

Academic Accreditation Standards: "the conditions and specifications without which the decision to obtain the academic accreditation cannot be reached for programs and institutions wishing to obtain the accreditation" (Al-Arimi, 2005, 12).



Jordanian universities: This study refers to the Jordanian universities located in Irbid including: (Yarmouk University, University of Science and Technology, Irbid National University and Jadara University).

Study limitations: The study limitations are represented in:

1- Objective limitations: This study was limited to determining the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty staff members.

2- Human limitations: The study was applied to the faculty members who teach the educational management specialization in the Jordanian universities in Irbid for the academic year 2019/2020.

3- Spatial limitations: The study was applied in the Jordanian universities in Irbid province.

4- Temporal limitations: The study was applied in the second semester of the academic year 2019/2020.

Study Methodology

The study adopted the descriptive, analytical approach due to its suitability to the nature and objectives of the study.

Study Population

The study population consisted of all the members of the faculty staff of the Faculty of Education in the Department of the Educational Management at Yarmouk University and Jadara University amounting to (19) faculty members.

Study Sample

The study sample consisted of (17) faculty members in the specialty of educational management who were selected through the complete census approach; this is attributed to the limited population of the study. The researcher distributed (19) questionnaires to the faculty members at the universities where (17) questionnaires were retrieved since they were valid for the statistical analysis. Table (1) shows the distribution of the members of the study sample according to the personal variables.

Table (1)

Distribution of the members of the study sample according to the personal variables

Variable	Level	frequency	percentage
Gender	Male	13	76.5
	Female	4	23.5
	Total	17	100.0
Academic Rank	Assistant Professor	3	17.6
	Associate Professor	7	41.2
	Professor	7	41.2
	Total	17	100.0
Employment experience	Less than 10 years	7	41.2
	More than 10 years	10	58.8
	Total	17	100.0

Study Tool

To achieve the objectives of the study, the researcher prepared a questionnaire of (46) items distributed to the following four fields:

- Field I: the specifications of the programs which consists of (10) items.
- Field II: courses, which consists of (13) items.
- Field III: faculty members, which consists of (14) items.
- Field IV: admission and registration system, which consists of (9) items.

Validity of Study Tool:

The validity of the content (virtual validity) of the questionnaire was examined through presenting it to a group of experienced and specialized faculty members working at the Jordanian universities in the Department of Educational Management and The Department of Measurement and Evaluation. This is for the purpose of expressing their opinions on the accuracy and validity of the content of the questionnaire in terms of: the clarity of the items, the language formulation, the language appropriateness to what it was set for and its affiliation to the area to which it belongs and finally the addition, modification or deletion of what they consider appropriate to the items. Based on that, all the observations of the experts were taken into account, as the language of some items was amended.

Reliability of the Study Tool:

To confirm the reliability of the study tool, it was distributed to a survey sample of (9) faculty members from outside the study sample twice, with a time difference of two weeks. Furthermore, Pearson correlation coefficient was also extracted for their grades in all the fields of the tool at both times. All the correlations between the two applications for the dimensions of the tool and the tool as a whole were statistically significant. This indicates the reliability of the study. Table (2) shows this.

Table (2)

Pearson correlation coefficients among the tool fields among the gradations of the members of the study sample in the two applications

Field	correlation coefficient	statistical significance
Program Specifications	0.72	0.00
Courses	0.74	0.00
Faculty staff members	0.75	0.00
Admission and Registration System	0.79	0.00
Tool as a whole	0.87	0.00

Table (2) shows that the correlation coefficients among the grades of the members of the sample in the two applications for the tool fields ranged (0.72-0.87), which are statistically significant at sig. ($\alpha \leq 0.05$). The correlation coefficient between the two applications for the tool as a whole was (0.87), which is statistically significant indicating the reliability of the tool.

The Cronbach's Alpha equation was applied to the first application of the sample for the items of the fields of the study tool, as shown in table (3).

Table (3)

Reliability coefficients through the Cronbach's Alpha for the fields of the tool among the gradations of the members of the sample in the two applications

Field	reliability coefficient
Program Specifications	0.889
Courses	0.934
Faculty staff members	0.890
Admission and Registration System	0.769
Tool as a whole	0.961

Table (3) shows that the Cronbach's alpha reliability coefficients for the study fields ranged from (0.769-0.961) and they were all high and acceptable for the application purposes. Most studies indicated that the acceptance rate of the reliability coefficient was (0.60) (Amir & Sonderpandian, 2002).

Correcting the Scale:

This study adopted commenting on the mean of the variables included in the study model to determine the degree of approval. The researchers determined three levels (high, medium, and low) based on the following equation:

Length = (upper limit of the alternative - minimum level of the alternative)/number of levels

$(5-1)/3 = 4/3 = 1.33$ so the levels are as follows:

Low approval score of 1- less than 2.33.

Medium approval score of 2.34-less than 3.66.

High approval score of 3.67-5.00.

Table (4) shows the scale of determining the level of the suitability to the mean so as to be benefited from when commenting on the means.

Table No. (4)

Scale of determining the suitability level of the mean

Trend	mean
Low	1- Less than 2.33
Medium	2.34 - Less than 3.66
High	3.67- 5.00

Study Variables

The study included the following variables:

A. median (modified) variables and they include:

1. Gender: it has two categories: (male, female).
2. Academic rank. It has three levels: (Assistant Professor, Associate Professor, and Full professor).
3. Employment experience. It has two levels: (less than 10 years and more than 10 years).

B. dependent variables: the degree of evaluating the educational management program in light of the academic accreditation standards from the point of view of the faculty staff members.



Study Results and Discussion

This part presents the results of the study's statistical analysis, which aimed to determine the degree of the evaluation of the educational management program in the light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid. This is done by answering the following questions:

First: results related to the first question: "What is the degree of the evaluation of the educational management program in the light of the academic accreditation standards from the point of view of the faculty staff members of the Jordanian universities in Irbid"?

To answer this question, the means and standard deviations of the answers of the sample members regarding the study fields and the tool as a whole were extracted. Table (5) explains this.

Table (5)

Means and standard deviations of the answers of the members of the study sample for the study fields and the tool as a whole in a descending order according to the mean

Rank	Number	Field	Mean	Standard Deviation	Rating Grade
1	3	Faculty staff members	3.56	0.49	medium
2	1	Program Specifications	3.52	0.50	medium
3	4	Admission and Registration System	3.42	0.50	medium
4	2	Courses	3.38	0.57	medium
Tool as a whole			3.47	0.46	medium

Table (5) shows that the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid was medium where the mean for the tool as a whole was (3.47) by a medium degree. Table (5) also shows that the means for the study fields ranged from (3.38-3.56) by a medium degree for all the items. The field of the "faculty staff" was ranked first by a mean of (3.56), the field of the "program specifications" was ranked second by a mean of (3.52), the field of "admission and registration system" was in the third rank by a mean of (3.42), and finally the field of "courses" was in the fourth and final rank by a mean of (3.38).

This might be attributed to the fact that the nature, objectives and mission of the university are directly related to the community development. Therefore, it is supposed to play a leading role that requires it to pay more attention to the standards of the academic accreditation given their importance in enhancing the mental image of the university in the local community. This also contributes to the achievement of significant benefits to the university. The researcher attributes this result to the fact that the universities, through considering the academic accreditation standards in the educational management programs, seek excellence. Thus, the universities pay attention to applying a range of programs and policies that require financial, technological and knowledge capabilities.

Furthermore, the means and standard deviations of the estimates of the members of the study sample were extracted for the items of each field of the study individually. Here are the results:

Table (6)
Means and standard deviations for the answers of the members of the sample on the items of the "program Specifications" in a descending order according to the mean

Rank	Number	Item	mean	Standard Deviation	Rating Grade
1	5	The vision of the educational management program is in line with the university's vision and objectives	3.78	0.61	High
2	8	The topics covered by the educational management program are clearly determined.	3.76	0.61	High
3	1	The academic programs are designed according to the targeted learning outcomes.	3.73	0.77	High
4	2	Each academic program has clear and determined specifications.	3.69	0.65	High
5	7	The objectives of the educational management program are clear.	3.67	0.48	High
6	9	The faculty has all the equipment required by the educational management program.	3.45	0.51	Medium
7	4	The mission of the educational management program is consistent with the university's mission and objectives.	3.41	1.05	Medium
8	3	The specialties and programs implemented by the Faculty are periodically reviewed.	3.32	0.84	Medium
9	10	The Faculty has the financial allocations necessary for supporting the program.	3.27	0.77	Medium
10	6	The objectives of the educational management program are linked to the needs of the labor market.	3.09	0.53	Medium
Field "Program Specifications" as a whole			3.52	0.50	Medium

Table (6) shows that the means of the answers of the sample members on the items of the field "program specifications" were (3.09-3.78). item (5) stating "The vision of the educational management program is in line with the university's vision and objectives" was in the first rank by a mean of (3.78) and a high degree whereas item 6 stating "The objectives of the educational management program are linked to the needs of the labor market" was in the final rank with a mean of (3.09) and a medium degree. The mean for the field as a whole was (3.52) by a medium degree. The researcher attributed this result to the fact that the universities are becoming increasingly aware that the academic accreditation standards in the program specifications are one of the things they need most in achieving their strategic objectives, as they have to provide the requirements of the academic accreditation to deal with their sources and participate in promoting the process of the sustainable development.

Table (7)
Means and standard deviations of the answers of the members of the sample on the items of the field of "courses" in descending order according to the mean

Rank	Number	Item	mean	Standard Deviation	Rating Grade
1	7	The courses connect the scientific material with the learner's environment.	3.77	0.43	High
2	6	The courses are characterized by varied and comprehensive questions of the self-assessment.	3.60	0.67	Medium
3	11	The size of the courses is proportional to the number of lectures scheduled for them.	3.58	0.67	Medium
4	8	The Study plans include requirements for the communication skills.	3.55	0.67	Medium
5	10	The courses are suitable with the needs of the student and the community.	3.45	0.67	Medium
6	9	The courses motivate the student to self-learning.	3.41	0.96	Medium
7	5	The courses take into account the sequence and coherence of information.	3.36	0.90	Medium
8	12	The courses connect the theoretical and applied information.	3.33	0.65	Medium
9	13	The courses include an activity that enhances the (critical thinking, survey and analysis).	3.31	0.72	Medium
10	1	The Faculty is working to develop the content of the courses in accordance with the needs of the labor market.	3.27	0.63	Medium
11	3	The faculty's plans and programmers encourage the active participation in the community activities.	3.19	0.84	Medium
12	4	The courses are compatible with the technological developments and variables.	3.18	0.85	Medium
13	2	The Faculty compares what is taught in each course with its counterpart in the distinguished universities.	3.00	0.98	Medium
The field of the "courses" as a whole			3.38	0.57	Medium

Table (7) shows that the means of the members of the sample on the items of the field "courses" ranged (3.00-3.77) where item (7) stating "The courses connect the scientific material with the learner's environment" was ranked first by a mean of (3.7) with a high degree whereas item 2 stating:"The Faculty compares what is taught in each course with its counterpart in the distinguished universities" was in the final rank by a mean of (3.00) and a medium degree. The mean for the field as a whole was (3.38) by a medium degree. This result can be attributed to the fact that the universities view the standards of the academic accreditation as a necessity to fundamentally change the concrete reality of these universities. Through providing the requirements of the academic accreditation, universities work on achieving a great shift in the traditional course through focusing and transmitting the knowledge.

Table (8)
Means and standard deviations of the answers of the members of the sample on the items of the field of "faculty staff" in descending order according to the mean

Rank	Number	Item	mean	Standard Deviation	Rating Grade
1	7	The Faculty is interested in increasing the scientific productivity (published research) among the faculty members.	3.87	1.04	High
2	5	The number of the full-time faculty staff is appropriate.	3.85	0.83	High
3	10	The scientific ranks in the department suit the PhD programs.	3.77	0.61	High
4	12	The faculty staff members adopt different approaches for discussion: (discussion with everyone and discussion within small groups).	3.68	0.48	High
5	8	The supervisory burden of the supervisors among the faculty staff is appropriate.	3.64	1.05	Medium
6	3	The number of the Jordanian faculty members in the department's programs is more than 50%.	3.59	0.67	Medium
7	1	The Faculty adopts clear and transparent criteria for the selection of the faculty staff members.	3.55	0.67	Medium
8	4	The number of the faculty members in the department who graduated from universities using the English language as a teaching language is more than 25%.	3.50	1.01	Medium
9	9	The faculty staff members are characterized by high levels of efficiency and competence.	3.49	0.80	Medium
10	6	The mechanisms of the accreditation standards are published for the faculty members.	3.47	0.67	Medium
11	11	The faculty staff members vary in the objectives of the lecture according to the (cognitive, emotional and skill-related) aspects.	3.45	0.67	Medium
12	13	The faculty members employ modern teaching techniques in teaching.	3.44	0.51	Medium
13	14	The faculty member collects the scientific material related to the subject of the lecture from various references.	3.43	0.67	Medium
14	2	The Faculty is keen to achieve proportionality between the number of the students and the faculty staff members.	3.09	0.81	Medium
Field "Faculty staff members" as a whole			3.56	0.49	Medium

Table (8) shows that the means of the answers of the study sample members to the field "faculty staff" ranged from (3.09-3.87), where item (7) stating: "The faculty is interested in increasing the scientific productivity (published research) among the faculty members" was ranked first by a mean of (3.87) and a high degree. Item 2 stating: "the faculty is keen to achieve proportionality between the number of the students and the faculty staff members" was ranked in the final place by a mean of



(3.09) and a medium degree. The total mean for the field as a whole was (3.56) by a medium degree. This might be attributed to the fact that the examined universities is interested in knowing the experience and skills of their faculty members through holding training courses and workshops that improve the quality of the educational services. The researcher attributes this result to the fact that paying attention to the standards of the academic accreditation related to the faculty members contributes to improving the university's performance and to the development of administrative and practical capacity, develops their skills and gives them a sense of their importance at job generally.

The researcher also attributes this result to the fact that universities encourage the faculty member to continue conducting scientific research. This contributes in changing his personality in terms of thinking, behavior and discipline, thus leading to generating the explicit knowledge through basic and applied research that enables the university to respond to cognitive requirements according to the recent data.

Table (9)

Means and standard deviations for the answers of the members of the sample on the items of the field "Admission and Registration System" in a descending order according to the mean

Rank	Number	Item	mean	Standard Deviation	Rating Grade
1	7	There is a sufficiency as well as experience for the authorities responsible for the registration procedure.	3.82	0.73	High
2	1	The admission and registration rules are announced for students in various means of media.	3.77	0.75	High
3	5	The rules of competition are conducted for the students applying for study according to adopted standards.	3.64	0.85	Medium
4	2	There are specific and declared rules for the distribution of students to the appropriate specializations.	3.59	0.50	Medium
5	6	The faculty takes care of the safety and accuracy of the student records.	3.50	0.91	Medium
6	3	The commitment to coordination and acceptance is conducted according to the plan adopted by the Supreme Council for Higher Education and Scientific Research.	3.24	0.81	Medium
7	8	Clear instructions are directly written to the students' behavior in the registration form.	3.22	1.15	Medium
8	4	The admission policy is proportional to the capacity of the specialization.	3.18	0.59	Medium
9	9	The Faculty provides adequate facilities to ensure the privacy and facilitate the quiet study for the students in the student accommodations.	2.82	1.05	Medium
field " Admission and Registration System" as a whole			3.42	0.50	Medium



Table (9) shows that the means for the answers of the members of the study sample on the items of the filed "admission and registration system" ranged (2.82-3.82). Item (7) which states: "there is a sufficiency as well as experience for the authorities responsible for the registration procedure" was ranked first by a mean of (3.82) and a high rating degree. However, item 9, which states: "the faculty provides adequate facilities to ensure the privacy and facilitate the quiet study for the students in the student accommodations" was ranked final by a mean of (2.82) and a medium rating degree. The mean for the field as a whole was (3.42) by a medium degree. This result can be explained by the fact that the universities are aware of the importance of the admission and registration system, as practicing the tasks of registration requires full knowledge of what these functions are and their degree of integration. This will result in comparing between what outcomes were accomplished and the tasks they are responsible for so that they will be dealt with later on.

Second: results related to the second question: Are there statistically significant differences at sig. ($\alpha \leq 0.05$) in the opinions of the members of the study sample on the degree of evaluating the educational management program in the light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid depending on the variables of (gender, academic rank, and employment experience)?

To answer this question, the means and standard deviations of the answers of the study sample on the tool as a whole were extracted according to the variables of (gender, academic rank, and employment experience). Furthermore, the Independent Samples T-Test was applied to the study tool according to the variables of (gender and employment experience), as well as the (ANOVA) on the study tool according to the variable (academic rank). Here are the results:

Table (10)

Applying (Independent Samples T-Test) to the study tool according to the variables of (gender, degree, and experience)

Variable	level	Mean	Standard deviation	T	statistical significance
gender	male	3.54	0.45	0.80	0.44
	female	3.38	0.48		
Employment experience	Less than 10 years	3.67	0.48	0.77	0.45
	More than 10 years	3.23	0.31		

Table (10) shows that there are no statistically significant differences at sig. ($\alpha \leq 0.05$) in the opinions of the members of the study sample regarding the degree of the evaluation of the educational management program in the light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid according to variables of (gender and employment experience). All the t values were not statistically significant.

Table (11)

Results of applying the ANOVA on the study tool according to the variable of (academic rank)

Rank	mean	Standard deviation	F	statistical significance
Assistant Professor	3.55	0.54	2.01	0.16
Associate Professor	3.55	0.40		
Professor	3.00	0.25		

Table (11) shows that there are no statistically significant differences at sig. ($\alpha \leq 0.05$) in the opinions of the study sample members on the degree of the evaluation of the educational management program in the light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid according to the variable of the (academic rank), where the value of (F) was (2.01), which is not statistically significant.

From the above, it is evident that there are no statistically significant differences at sig. ($\alpha \leq 0.05$) in the opinions of the study sample members on the degree of the evaluation of the educational management program in light of the academic accreditation standards from the point of view of the faculty members of the Jordanian universities in Irbid according to the variables of (gender, academic rank, and employment experience). This is attributed to the fact that all the faculty members evaluated the program in the same period of time, and that they are in the same educational environment studying the same courses.

Recommendations:

In light of the results of the study, the researchers recommend:

- 1- Working on improving the school courses in line with the technological developments and changes.
- 2- Working to control the quality of education and improving its level to meet the needs of the local, regional and global market.
- 3- Working on improving the educational management program in light of the academic accreditation standards in terms of the content and objectives of this program, the study plan, teaching methods and research services and facilities.
- 4- Working on providing appropriate financial allocations to support the educational management program, and regulate the mechanisms of their disbursement and entitlement

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