

The Availability of Quality Assurance Standards in the Curricula of Basic Education Colleges

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Determining the statistically significant differences between the averages of responses of two categories of the study sample (specialists, specialists in educational departments, supervisors, and supervisors in teaching Arabic) on the importance of comprehensive quality standards for educational decisions that are attributed to gender. Setting a general concept for adopting the comprehensive quality system for educational curricula for students of the Faculty of Arabic Language at Umm Al-Qura University in each previously identified field. Likewise, the curricula of basic vocational colleges are characterized by being in line with the average with quality assurance standards and there are some curricula compatible with the content of the courses taught in programs that have quality assurance standards in international universities. In light of the results of the research, the researcher recommends the approval of the standards (the International Centre for Quality Assurance in Education CQAIE) as outputs for learning when developing professional curricula for colleges of basic education by expert committees and reviewing the vocational curricula in the basic education colleges in a manner consistent with the standards of quality assurance in education.

Key words: *Availability, Curricula, Quality Assurance, Vocational, Educational*

Introduction

The researcher has observed through his experience working in the Department of International Accreditation in scientific supervision and evaluation device of the Ministry of Higher Education and Scientific Research, and through teaching in the College of Basic Education, that professional curricula in Iraqi universities need to be analysed in order to reach quality, excellence, global competition and the continuous development of quality of outputs. Self-taught curricula in accordance with quality assurance standards in education are required in order to progress in a scientific and practical manner towards achieving these standards by specifying global learning outcomes that can derive from professional re-education curricula and thus reach the degree of application of quality assurance standards in Education as soon as possible.

The availability of quality assurance standards in the curricula of basic education colleges

The research determined:

1. Scientific departments in the College of Basic Education, Diyala University.
2. Teachers of Scientific Departments at the College of Basic Education, Diyala University.
3. Professional curricula taught in the scientific departments of the College of Basic Education, Diyala University.
4. Academic year 2018-2019.

The research community consisted of teachers of scientific departments at the College of Basic Education, Diyala University. The basic research sample consisted of (25) female and female teaching staff.

The researcher used the questionnaire as a research tool , after translating the standards of a number of quality assurance bodies in Education, as the number of its paragraphs reached (54) paragraph (indicators) and put before the indicators (paragraphs) five alternatives: (completely agree) and (agree) and (agree to Somewhat), (Disagree), and (Not Agree). The researcher used statistical methods (alpha-Cronbach equation, weighted mean and percentage weight). The most important results of the research indicate that the content of professional preparation courses was meeting the criteria at an average level, as it achieved a weighted average (3.19) and a percentage weight (63.8%).

In light of the research results, the research concludes that the content of vocational curricula in the College of Basic Education, Diyala University, is characterised by being on average with the standards of quality assurance of Education. Based on the above, the research problem can be formulated with the following question: What is the availability of quality assurance standards in the curricula of basic education colleges?

Research Importance

The importance of the research can be summarised in the following points:

1. The current research is amongst the first (according to the researcher's knowledge) that works on the availability of quality assurance standards in the curricula of basic education colleges.
2. This research was developed in response to the recommendations of many conferences, seminars and seminars held by the Iraqi Ministry of Higher Education and Scientific Research as well as Iraqi Universities.
3. This research explains the strengths and weaknesses in applying quality assurance standards in the curricula of the College of Basic Education through its analysis process.

Research Objective

Availability of quality assurance standards in the curricula of basic education colleges.

1. Preparing standards and indicators for the quality of higher education according to international academic accreditation bodies.
2. Measuring the availability of quality assurance standards in the curricula of basic education colleges

Research Limits

1. Scientific departments in the College of Basic Education, Diyala University.
2. Teachers of Scientific departments at the College of Basic Education, Diyala University.
3. Professional curricula taught in the scientific departments of the College of Basic Education, Diyala University.
4. Academic year 2018-2019.

Defining Terms

Quality Assurance Standards

(Al-Sunbul) as “the criterion or frame of reference on the basis of which it determines realistic performance in the extent of moving away or approaching the reference.” (Al-Sunbul, 2001: 52). (Awad) as “a group of frameworks with a degree of stability, and these frameworks are culturally derived from the conditions of society along with scientific frameworks related to facts that have a universal formula, and are applicable and do not exceed one phenomenon without another.” (Awad, 2001: 51). The procedural definition refers to the standards approved by the International Centre for Quality Assurance in Education (CQAIE), through which the researcher establishes the professional curricula of basic education colleges.



Curricula: Know Him

(His Excellency) “The set of study materials or courses necessary for qualification in a specific field of study.” (His Excellency, 2004: 32).

Procedural definition is professional curricula through which the teacher is considered in basic Education colleges, which will be established through standards to ensure quality of education.

College of Basic Education

An educational institution affiliated with the Ministry of Higher Education and Scientific Research accepts students who successfully graduated from middle school with its scientific and literary branches and their rates qualify them for admission to this College to graduate with the education profession after four years in multiple majors.

Previous Studies

This chapter includes a brief summary of a number of previous studies obtained by the researcher from periodicals and magazines related to the topic of research with the intention of benefiting from these studies in the field of research procedures, including choosing the appropriate approach to choose the sample and using statistical methods as well as benefiting from them in interpreting results. This includes Chapter (3), where the researcher decided to present these studies chronologically. What follows is a presentation of these studies.

Al-Araimi Study 2005

(Academic Accreditation Standards for Colleges of Education in the Sultanate of Oman).

This study was conducted in the Sultanate of Oman, and aimed to identify an estimate of the degree of application of academic accreditation standards in colleges of education as envisaged by administrative and academic leaders. The researcher used the descriptive approach as the appropriate curriculum for the study. The study sample included general managers, department directors, heads of departments at the Ministry of Higher Education, deans of Education colleges and their assistants, and heads of academic and supportive and administrative departments of six Education colleges, reaching (109). To achieve the research goal, the researcher used a study tool (the questionnaire), which passed the procedures of honesty, consistency and application. Using the following statistical methods: Alpha Cronbach equation, T-test for two independent samples, arithmetic mean, standard deviation, and Chevy test. The results of the study indicated that the degree of application of academic accreditation standards in Education colleges was medium, which indicates that academic accreditation standards in their current form are not practised effectively in Education colleges, therefore the researcher recommends activating the application of those standards (Al-Araimi, 2005: 3_150).

Al-Nimri Study (2006)

(Educational courses in the educational preparation program for students of the Faculty of Arabic Language at Umm Al-Qura University and comprehensive quality standards - an evaluation study, visualisation and proposal). This study was conducted in the Kingdom of Saudi Arabia and aimed at defining the fields of evaluation of educational courses for students of the Faculty of Arabic Language at Umm Al-Qura University regarding the objectives of educational decisions, the vocabulary of educational courses, the organisation of educational decisions, and the distribution of educational headquarters over the year of educational preparation at the Faculty of Education, Umm Al-Qura University.

Shoala and Ahmed Study 2007

(A proposed scenario for the comprehensive quality standards and academic accreditation in colleges of teacher preparation in the Kingdom of Saudi Arabia in light of certain international standards). This study was conducted in the Kingdom of Saudi Arabia, and aimed at suggesting a perception of the standards of comprehensive quality and academic accreditation in colleges of teacher preparation in the Kingdom of Saudi Arabia in light of selected international standards. The researchers selected the descriptive approach as appropriate for the study. The study resulted in the preparation of a tool to measure the overall quality of colleges of teacher preparation in the Kingdom of Saudi Arabia, consisting of three main axes:

Educational programs: consisting of seven sub-axes: (study program, teaching and learning, student evaluation system, guidance and guidance, material capabilities, learning resources and human capabilities and the development of human capabilities).

Axis of Research and Scientific Activities

Community Service Hub. (Shuala and Ahmed, 2007: 4_20)

Study Nimri

Secondly: Aspects of benefit from previous studies:

Through the previous review, aspects of the benefit are clear in:

1. Study Curriculum.
2. Study sample.
3. Study tool.
4. Statistical methods.
5. Interpretation of study results.

Research Methodology and Procedures

This chapter includes the research methodology and the procedures relied on by the researcher in order to achieve the research goal, as it included a description of the research community, its sample and how to select it, as well as how it was adopted for the main research tool and what related to it in terms of honesty and consistency, and the procedures followed by the researcher in applying the research tool, and statistical methods used for data analysis and

processing. This research aims to evaluate the content of educational preparation courses in Education colleges according to the criteria of academic accreditation, so the most appropriate curriculum for the nature of the research is the descriptive survey method.

Firstly. Research Community and Sample

The Original Research Community

The research community was corrupted from male and female teachers who are studying in the scientific departments of the Faculties of Education for Humanities and Pure Sciences, Diyala University during the academic year (2018-2019) of (199) teaching and teaching staff.

Research Sample

A. Exploratory sample

After the researcher fully described the study community, the researcher randomly withdrew a group of lecturers to represent the exploratory sample for the study, as that sample consisted of educational and psychological Science teachers in various disciplines who are studying in scientific departments at the College of Education for Humanities and Pure Sciences, Diyala University, including (13) teaching staff .

B. The Core Sample

After the researcher fully described the study community and withdrew the exploratory sample, the researcher randomly withdrew a group of teachers to represent the basic study sample which consisted of educational and psychological teachers in various disciplines who are studying in Scientific departments at the College of Education for Humanities and Pure Sciences, Diyala University, including (25) teaching staff.

Second: The Research Tool

Since this research aims to examine the availability of quality assurance standards in the curricula of basic Education colleges and given the relatively large size of the sample concerned with the study, and its spread in faraway areas, the appropriate tool to use in collecting data and information in this type of study is the questionnaire. (Qandilji Wyman, 2009: 189-190). In order to obtain a tool that achieves the aims of the research, the researchers reviewed the standards of a number of organisations specialising in quality assurance in Education as well as international academic accreditation bodies. Therefore, they prepared the standards in their initial form, amounting to (22) paragraphs.

Logical Analysis of Paragraphs (Tool Validation)

Honesty is one of the necessary conditions that must be met in the tool approved by any researcher (Al-Dhahir, 1999: 132). The tool is considered honest if it is able to actually measure what it set out to measure.

Honesty depends on two factors, the purpose of the tool or function, and the category or group to which the tool will be applied to (Melhem, 2002: 266). In order for the researcher to verify the validity of the study tool (questionnaire) in terms of formulation, clarity, the researcher created the following procedures:

1. Present the standards to a group of specialists, in order to indicate the accuracy, clarity and validity of standards.
2. According to the percentage of agreement to the paragraphs, adopting (80%) of their opinions agreeing on the validity of the paragraph as a minimum to accept the paragraph within the questionnaire.

After the researcher obtained their opinions and observations in amending some of the paragraphs, the questionnaire consisted of (22) paragraphs, which were placed in (paragraphs) consisting of five choices: (totally agree), (agree) and (somewhat agree) and (disagree) and (Not at all agree).

• Persistence

Consistency is one of the essential characteristics that must be verified by the researcher in educational and psychological measures, as calculating stability provides an indication of the accuracy of scale and its homogeneity in measuring the property (Zeller & Caumines, 1980: 77). Although each honest scale is not considered constant, honesty is an attribute. It is absolute relativism, as there is no scale that is not true or completely true (Abu Lebda, 1980: 244). For the purpose of obtaining instrument stability, the researcher relied on the alpha-Cronbach equation method that depends on calculating internal correlations between the degree of the stability sample for each paragraph and the grades on any other paragraph and with the overall scores for the test (Majeed and Yassin, 2011: 85) For the purpose of calculating a co-efficient stability standards questionnaire and the questionnaire as a whole, the researcher applied the search tool on the research sample scope of teaching and educational and psychological sciences who are studying in Scientific departments in the College of Education for Human Sciences and Pure Diyala University consisting of 13 teaching staff. The researcher extracted the stability index of the research tool, as the stability criterion of the first criterion was (0.99), which is a high stability factor.

• Search tool application

After the researcher confirmed the validity and reliability of the tool, the research tool was applied, which is the questionnaire in its final form between 3/5/2019 to 5/8/2019. The questions of sample members were answered without affecting their motivation in their answer so that the researcher does not have undue influence on the respondent's opinion. The answers were blanked in special forms prepared for this purpose.

Third: Statistical Means

The researcher used the following statistical methods:

1. The Alpha-Cronbach equation: to extract honesty and reliability.
2. Weighted mean: to determine the extent to which the standard has been achieved (Al-Kubaisi, 2010: 193-243-246-276).
3. Standard and deviation values were extracted for each standard and indicator.
4. The responses of sample members to the criteria and indicators are arranged in descending order and ranked for each.
5. Interpret the standard, whether it is main or sub-entirely.

Research Results

Presentation and Interpretation of Results

The significance of most of the criteria that fell under the first axis (the objectives of educational courses), the importance of only four criteria was mediated from the point of view of the study sample, the significance of most of the criteria included under the second axis (theoretical aspects of educational courses), and mediation of the importance of only one criterion. From the study sample point of view, significance of most criteria were included under the third axis (functional and applied aspects in educational courses), and the mediation of the importance of only two criteria; from the point of view of the study sample, and the significance of most of the criteria included under the fourth axis (organisation and distribution of courses that are patriarchal). From the study sample point of view, except for one standard of low importance. The lack of educational courses provided by the College of Education at Umm Al-Qura University to comprehensive quality standards set by the current study in its four axes (the objectives of educational decisions, theoretical aspects in educational decisions, functional and applied aspects of the vocabulary of educational courses, distribution and organisation of educational courses and their vocabulary) (Al-Nimri, 2006: 5-42).

This chapter includes displaying and interpreting the results according to the research goal, and facilitating the interpretation of the results to the following:

Determine the scale hierarchy response of a paragraph with a length of a paragraph of (0.90) which is the criterion for proving the order of hierarchy of paragraphs (Crocker & James, 2009: 85). The criterion or index that received a weighted average (4.64) or higher and a percentage weight (92.8%) or higher is considered to achieve the required level in the availability of quality assurance standards in professional curricula, as applied at a very high level, while the criterion that received a weighted average ranges between (3.74- 4.63) and a percentage weight between (74.8% - 92.6%) does not meet the required level for the availability of quality assurance standards in professional curricula despite its application at a high level, while the criterion that obtained a weighted average ranges between (2.82 - 3.73) and a percentage weight between (56.4% - 74.6%) did not achieve the required level in the availability of quality assurance standards in the professional curricula despite its application at an intermediate level,

however criterion A which has a weighted average between (1.91-2.81) and a percentage weight between (38.2% - 56.2%) is not fulfilling the required level in the required level in the availability of quality assurance standards in professional curricula, as it was applied at a weak level. The standard that obtained a medium weighted ranges between (1-1.90) and percentile weight between (20% - 38%) not achieving the required level in the availability of quality assurance standards in professional curriculum as it was applied at a very weak level as shown in Table (1).

Table 1: Gradient and response, weighted mean and percentage weight, level of availability of quality assurance standards in professional curricula

Pheasant?	Response	Weighted Mean	Centenary Weight	Application Level	Judgment
1	Absolutely Agree	5 - 4.64	- %92.8 %100	very high	Investigator
2	Agree	- 3.74 4.63	- %74.8 %92.6	high	Unrealised
3	Somewhat Agree	- 2.82 3.73	- %56.4 %74.6	Average	Unrealised
4	Not Agree	- 1.91 2.81	- %38.2 %56.2	Weak	Unrealised
5	Not At All Agree	1.90 - 1	%38 - %20	Very weak	Unrealised

Second: The results of the availability of quality assurance standards in the curricula of basic vocational colleges:

According to the researcher, the weighted mean for standard indices and their weights as well as standard deviation and variance are extracted and the data are included in Table (2).

Table 2: Weighted media for standard indicators (weighted percentages, standard deviation, and variance)

The Sequence in the Resolution	The indicator	Standard Deviation	Variance	Weighted Mean	Centenary Weight
1	Lists the stages of growth experienced by students, the rate of individual differences in each stage and the level of readiness to learn.	4.93	24.4	3.56	71.2
2	Individual and group performance of students.	4.14	17.2	3.28	65.6
3	Design lessons that respond to student needs.	2.28	5.2	3.16	63.2
4	Designing lessons that support students' mental, social, physical and moral development.	3.28	10.8	3.16	63.2
5	Learn about students' thinking patterns.	3.40	11.6	2.72	54.4
6	Design activities tailored to students' thinking patterns and needs.	2.75	7.6	2.88	57.6
7	Stimulates students to meditate and reflect on their previous knowledge, link new ideas with ideas familiar to them, and link this to their previous experiences.	3.52	12.4	3.12	62.4
8	Determines the appropriate teaching method for students' growth stages, learning methods and needs.	3.16	10	3.48	69.6
9	Uses teaching methods appropriate to the multiple experiences of students.	2.44	6	3.44	68.8
10	Believes that all students are able to learn and works to help them achieve success.	3.40	11.6	3.44	68.8
11	Works to provide the necessary requirements for students with special educational needs.	2.44	6	2.84	56.8
12	Determines when and how it provides services and resources to meet the needs of people with special needs.	3.03	9.2	2.88	57.6
13	Learn students' social and cultural background and use this information to connect learning with everyday life experiences.	3.22	10.4	3.24	64.8
14	Presents multiple perspectives while discussing the scientific material.	1.89	3.6	2.76	55.2

15	Form small educational groups that take into account individual differences in learning.	2.60	6.8	3.2	64
16	Demonstrates cognitive processes that contribute to learning.	3.63	13.2	3.4	60.8
17	Keen to evaluate how learning goals are achieved, and choice of multiple teaching strategies and materials.	3.84	14.8	2.96	59.2
18	Uses multiple education strategies that encourage students to think critically, solve problems and develop their performance skills.	4.95	24.56	2.92	58.4
19	Uses and appreciates the importance of technology in education.	2.28	5.2	2.84	56.8
20	Regularly develops strategies according to student feedback.	2.82	8	2.6	62
21	Diversifies the roles it plays in the teaching process in light of goals, content and student needs.	3.16	10	2.96	59.2
22	Uses a variety of clear and subtle displays to illustrate the concepts taught	3.74	14	3.2	64
Total		3.222	11.025	3.092	61.981

Based on Table (2), it's clear that the general average weighted average and the percentage weight of standards, respectively reached (3.092) and (61.981%), which means that this criterion does not meet the required level in the availability of quality assurance standards in the curricula of basic vocational colleges despite its application. At an intermediate level, as it is lower than the degree of the investigation level with a weighted average (4.64) and percentage weight (92.8%), it was adopted by the researcher to determine the level of application of t standards, and thus needs development through a set of procedures by reviewing the curriculum content and developing it.

Conclusions, Recommendations and Proposals

First: Conclusions

In light of the research results, the researcher concludes the following:

1. The standards of quality assurance in the curricula of basic vocational colleges do not meet the required standard.
2. The curricula of basic vocational colleges are characterised by being consistent with average quality standards.
3. There are some curricula that are compatible with the content of courses taught in programs that have quality assurance standards in international universities.



Second: Recommendations

In light of the research results, the researcher recommends the following:

1. Adoption of CQAIE standards as learning outcomes when developing professional curricula for basic education colleges by expert committees.
2. Reconsidering vocational curricula in basic education colleges, in a manner consistent with standards of quality assurance in education.

Third: Proposals

To complement the current research, the researcher suggests the following:

1. Conduct a study similar to the current research to become acquainted with the evaluation of specialised scientific preparation courses in the Faculties of Education for Humanities and Pure Sciences.
2. Conduct a study similar to the current research to evaluate curricula in Education colleges in light of the standards of international accreditation organisations.



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