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The Level of Compliance to the Criteria of the Education Evaluation Commission in Jordan in Teaching and Learning Standards

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Abstract: In this study we assess the extent to which teaching and learning standards meet the criteria set by the education evaluation committee in Jordan. The viewpoints of students and teachers at Yarmouk University were considered. To fulfill the investigation's aims, the researcher employed a descriptive study design and utilized a quantitative technique of three domains: (attributes about graduates and educational results, curriculum, and the quality of instruction and student assessment), using the questionnaire as the primary instrument for data collection. The research involved a sample of (501) students and faculty members, comprising both male and female individuals from Yarmouk University. The participants were chosen through a random technique. The study utilized an independent sample t-test to assess the statistical significance of the effects of gender and participation position on the criteria for learning and teaching. The study's findings indicate that several elements, such as compliance with graduate qualities, educational outcomes, curriculum design, and the quality of instruction and assessment standards, influence the standards of teaching and learning. The results demonstrate that there is no statistically significant variation in the levels of teaching and learning standards when accounting for gender and participation position factors.

Keywords: Teaching and Learning Standards, Criteria of the Education Evaluation Commission, Assessment, Jordan.

1 Introduction

University is seen as an educational institution that embodies a philosophy derived from societal ideals and purposes. It employs numerous inputs, subjecting them to diverse processes and actions that culminate in specific consequences [1]. Accreditation and quality assurance are closely interconnected, with quality assurance defined as the design and implementation of a system comprising policies and procedures to ensure compliance with quality requirements for the inputs, processes, and educational outcomes of programs aligned with the standards set by accreditation commissions, whether local or international [2].

The assessment and evaluation of performance will be conducted against quality standards through these bodies. Accreditation is the acknowledgement by the accrediting body of the institution's educational outcome quality and the ongoing enhancement of its academic programs through quality assurance; these programs have the following objectives: Ensure the institution maintains minimum program quality standards; promote institutional advancement through the review and evaluation of its activities; provide recommendations for enhancing program efficiency; and advocate for ongoing studies and self-assessment within the university. Consequently, the connection between accreditation and quality assurance is evident; accreditation is associated with quality assurance in education. Quality assurance in education entails the assessment of objectives, content, references, educational outcomes, and instructional pathways [3].

To attain quality standards for the inputs, processes, and outcomes at Yarmouk University (YU), as previously stated. The academic programs at YU aim to maintain the quality of educational outcomes by seeking accreditation from the local commission for academic programs in Jordan, "NCAAA", which has established six standards to meet the minimal requirements. Promotional material for the certification standards of programs is as follows: The mission and objectives; program administration and quality assurance; learning and teaching; students; faculty; and teaching resources, facilities, and preparations [4], with a focus on the third standard about learning and teaching as the evaluative criterion. This study aims to assess the effectiveness of the learning and teaching processes within YU's academic programs, as perceived by both students and faculty members in each program.

Educational systems bear the primary obligation of delivering high-quality instruction and facilitating learning opportunities for pupils [5]. Students require educators to possess the ability to facilitate the development of higher-order thinking abilities. Implementing programs that positively influence kids is crucial in the 21st century. Education

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Preparation Providers (EPPs), or teacher training providers, must support and facilitate their programs' attempts to attain high-quality standards. Adhering to such criteria will enable them to positively influence students and gain recognition for excellence in pedagogy and scholarship. The Saudi education system has faced longstanding criticism for its inadequate quality, particularly concerning the curriculum and the instructional approach of its pedagogy [6].

Saudi EPPs must assess and enhance the existing circumstances. This study presents conclusions and recommendations derived from the literature regarding the issues encountered by Saudi Educator Preparation Programs (EPPs) in meeting the requirements established by the Council for the Accreditation of Educator Preparation (CAEP). The document aims to assist educators in enhancing their preparedness to fulfill CAEP criteria and to train teachers more efficiently. The Jordan is among the most oil-abundant nations globally. The nation, due to its predominant reliance on oil earnings, needs a fresh vision to instigate change and identify alternative alternatives to sustain the Saudi economy. Researchers have advocated for this transition, emphasizing the higher education sector as a pivotal contributor to the nation's future [7].

Consequently, government expenditure on higher education has risen approximately threefold during the past five years. The present allocation for higher education constitutes around 12% of the national budget, totaling around 160 billion U.S. dollars. Additionally, certain institutions have pursued financial support from non-governmental entities, who currently contribute around 1.4 billion dollars to the industry [8]. Nonetheless, financial resources alone are insufficient to guarantee quality; assertions of quality must be corroborated by results [9].

Individuals employed in Saudi higher education aspire to attain and uphold worldwide quality standards while making substantial contributions to the nation's future [10]. The aspiration to ensure quality in higher education has prompted numerous initiatives, including the long-term strategic plan, which serves as a roadmap for all tiers of higher education, emphasizing quality and adherence to world-class standards; the National Commission for Academic Assessment and Accreditation (NCAAA), which collaborates with universities to achieve national quality benchmarks across various operational facets; and the National Centre for Assessment in Higher Education (NCAHE), responsible for administering entry examinations and selection processes for secondary students transitioning to higher education [11].

One national accreditor for Jordanian higher education institutions and programs is the NCAAA, which has been around since 2004 [12]. Each school was tasked with creating its own accreditation and quality assurance plans before 2009 [13]. While numerous Saudi universities had previously attained or were in the process of obtaining accreditation from international organizations for their academic programs in 2009 [14-15], the governments subsequently made it a legal obligation for all higher education institutions to be accredited to ensure academic quality and conduct assessments [16-17]. Institutions not meeting NCAAA requirements were notified of the possibility of losing funding and licensure [17-18]. According to the National Collegiate Athletic Association (2010), a program's quality is its value, worth, or standard in comparison to other programs of its kind.

Following international best practices in higher education certification and quality assurance, the Commission developed accreditation criteria that are "relevant to Jordanian requirements" (NCAAA, 2013). Higher education programs and courses are subject to a separate form of accreditation from that which governs higher education institutions [12-16]. A five-year accreditation and national recognition will be bestowed upon a school that satisfies NCAAA standards. Having said that, the NCAAA's accreditation of a school is no guarantee that it is also accredited by an international body. The National Collegiate Athletic Association (NCAAA) (2013) outlined eleven standards for institutions to follow. These include: purpose and goals, administration and governance, quality assurance and improvement management, instruction and learning, student services and support, learning materials, physical plant and equipment, accounting and budgeting, human resources practices, research, and community engagement [19-21].

Before a higher education provider can be accredited, they must show that they have implemented successful procedures. The NCAAA may not have drawn any direct connections between the criteria, but they do provide a foundation for assessment, enhancement, and quality control in Saudi programs and institutions. To guarantee the quality, universities might look to the NCAAA standards for a general structure. Beyond this, the NCAAA has established criteria and benchmarks for quality, and it is expected that institutions, units, programs, and teachers would attain their professional objectives while fulfilling these standards and benchmarks [22-24]. Colleges should continue to meet the NCAAA's national quality criteria, but they should also think about adopting standards that are unique to their fields of study, like the California Assessment of Educational Progress.

To ensure that the next generation of schoolteachers sets new priorities and fosters a renewed culture of learning for their students, it is crucial to help students of education (i.e., students studying education) acquire the skills necessary to develop effective learning approaches [25]. A three-and-a-half billion-dollar plan to improve public education was green-lit in 2007 as the King Abdullah Project. [26] List teacher training, curriculum review, and technology for teaching and learning as three primary initiatives under this project. Saudi Arabia's central government and affiliated ministries are determined to turn around the country's dismal educational system. The progress of education needs to guarantee high-quality teacher

preparation programs by attaining rigorous learning and teaching standards.

1.1 Problem Statement

Higher education has experienced significant efforts to enhance performance at international, regional, and local levels. The quality assurance efforts of government and educational institutions have evolved into an international phenomenon, as both entities strive to deliver optimal services to beneficiaries. The global interest has led to the establishment of international procedures for quality assurance, including accreditation systems for institutions and academic programs. This study addresses the challenge of assessing the preparedness of programs for accreditation by the NCAAA, noting the scarcity of research on the fulfillment of learning and teaching standards relative to the services offered by universities. This study contributes to the enrichment of research and knowledge by delineating the fulfillment of learning and teaching standards from the perspectives of students and faculty. This study seeks to address the following two questions:

1.2 Research Questions

RQ1. What level of compliance does YU have with the learning and teaching standards?

RQ2. What are the key distinctions in the levels of fulfillment of the standards for learning and teaching due to the variable of gender and participation position?

2. Methodologies

The study's quantitative methodology and descriptive research strategy allowed for an accurate and well-organized depiction of the studied population's traits and data. According to [27-28], one of the primary purposes of descriptive quantitative research is to provide a thorough explanation of all the aspects of the topic or event under investigation. The next step is to submit the data for in-depth analysis and presentation.

Survey techniques and experimental designs can improve data processing and the process of finding answers to research issues. However, if researchers select the incorrect participants, their efforts may backfire [29]. For the research to be useful, it must therefore include testimony from those who possess the ability to address the aforementioned issues. Choosing a selection of a larger population to reflect the entire population is the most basic definition of sampling.

Researchers employ samples, which are smaller subsets that are yet representative of the entire population, to gain additional insight into a larger population [30]. For the study sample; (540) YU students and faculty members were polled. We used a procedure known as simple random selection to select the instructors and pupils. We collected (513) surveys (149) for teaching staff and 364 for students) out of the (540) that were distributed. We had to reject twelve questionnaires due to incomplete responses. There were (501) questionnaires in all that could be analyzed. Table 1 and figure 1 shows the distribution of the participants.

Table 1*:* Distribution of the Participants

Variable	Categories	N	%
Gender	Male	368	73.5
	Female	133	26.5
Total		**501**	**100%**
Participant Position	Student	328	65.5
	Faculty Members	173	34.5
Total		**501**	**100%**

Fig. 1: Participants of the Study

The questionnaires were developed following an examination of theoretical literature and literature reviews, as well as an analysis of both foreign and Arab cultural contexts regarding quality standards and academic accreditation in higher education. This process also included a review of the educational evaluation release (NCAAA), the revised program accreditation document (2018), and the research [31-33]. The survey was divided into two separate portions. The

preliminary section of the survey collects data regarding the participants' "gender" and "participant position." Section 2 had a comprehensive compilation of (29) items explicitly formulated to assess three distinct facets of employing the teaching and learning standards to meet the criteria established by the Education Evaluation Commission in Jordan. The specified categories encompass a collection of three domains: (A) attributes about graduates and educational results, as evidenced by items (1-9). Furthermore, elements (10-19) signify the incorporation of (B) curriculum. Additionally, these categories encompass specific criteria for the (C) quality of instruction and student assessment, as illustrated by items (20-29). The questionnaire items were assessed using a five-point Likert scale, ranging from "1" (indicating very low) to "5" (indicating very high).

A cohort of (10) educational scholars from a university faculty in Saudi Arabia was supplied with a research instrument to assess its linguistic formulation, scientific precision, and clarity. The objective of this evaluation was to ascertain the authenticity of the instrument. All items have received authorization, with specific revisions to the wording implemented based on the experts' feedback.

One common method for determining the measurement's reliability is to compare the results obtained from different devices and samples used for the same purpose, while also adjusting for any other potential confounding factors. Using Cronbach's Alpha coefficient, we checked how consistent the responses were. According to [34], the reliability of a survey is determined by its credibility, which is considered achieved when it meets or exceeds a minimum threshold of 60%. The results show that the query was very consistent with itself since they all fell within the range of (0.823-0.862). Additionally, it must be mentioned that all survey items had Cronbach's Alpha coefficients higher than (0.600), table 2 shows these values, and figure 2 shows the Cronbach's Alpha coefficients, indicating a high level of reliability. Due to this, we can say that the various parts of the study tools were all identical.

Table 2: Cronbach's Alpha Coefficients for each Item

Item No.	C.A. Coeff.	Item No.	C.A. Coeff.	Item No.	C.A. Coeff.
1	0.752	10	0.728	20	0.908
2	0.852	11	0.772	21	0.851
3	0.699	12	0.902	22	0.887
4	0.817	13	0.852	23	0.741
5	0.786	14	0.832	24	0.796
6	0.775	15	0.821	25	0.813
7	0.721	16	0.807	26	0.864
8	0.921	17	0.769	27	0.762
9	0.885	18	0.721	28	0.657
		19	0.869	29	0.834
All Domain (A)	**0.854**	**All Domain (B)**	**0.823**	**All Domain (C)**	**0.862**

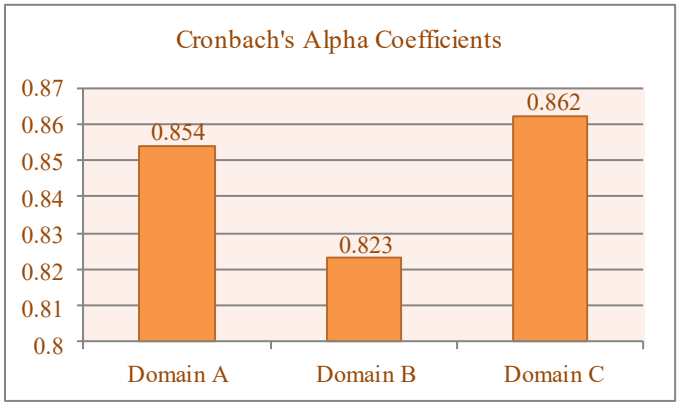

Fig. 2: *Cronbach's Alpha Coefficients for each Domain*

To further examine the research issues, we conducted statistical analyses utilizing the SPSS software. The research employed the independent samples t-test and computed means as part of its methodology. [35] Propose that the independent sample t-test is an appropriate statistical technique for comparing the means of two distinct groups. This part offers a comprehensive elucidation of the results derived from employing various research methodologies to assess and interpret these findings. Objects are classified as having low degree if their average score is (2.33) or less. The item's classification is moderate, with the mean score ranging from (2.34-3.67). The item demonstrates a high degree of

competency, as evidenced by a mean score of (3.68) or more, figure 3 shows these levels.

Fig. 3: *The Level of Compliance*

3. Results and Discussion

The researchers utilized descriptive analysis to deliver a thorough representation of the participants' attributes, concentrating notably on their "gender" and "participant position." The analysis of the survey results indicated that a substantial percentage of respondents, precisely 73.5%, identified as male. Conversely, the data indicates that 26.5% of the participants identified as female, implying that male individuals constituted the majority of the sample. Concerning the categorization of participants' roles, it is significant that 65.5% of the respondents identified as students, while 34.5% were classified as faculty members, as evidenced by the statistical data in Table 1.

To comprehensively analyze the initial research topic, it is essential to calculate the mean and standard deviations of all variables related to YU's compliance with the learning and teaching criteria as viewed by students and faculty members.

Table 3: Means and Standard Deviations

N	Items	Mean	SD	Level
(A)	Attributes about graduates and educational results			
1	Attributes of graduates from recognized programs that align with the Faculty and program missions	4.53	0.42	High
2	The specified educational objectives of programs align with the attributes of graduates.	4.18	0.56	High
3	Attributes of graduates and educational results for specified programs.	3.61	0.58	Moderate
4	Attributes of graduates and educational results aligning with the standards of the Saudi qualification framework.	4.16	0.54	High
5	The traits of graduates and their instructional outcomes align with professional and scholarly norms.	2.31	0.52	Low
6	The management of the program offers procedures for routinely assessing the qualities of graduates, the effectiveness of their instruction, and the degree of students' learning.	4.28	0.53	High
7	The qualities of graduates and their educational achievements align with the demands of the job market.	3.52	0.52	Moderate
8	The program's evaluation techniques can gauge how well pupils are acquiring the program's intended learning objectives.	4.48	0.51	High
9	The programs' targeted learning objectives help me advance my general, professional, and intellectual skills.	4.35	0.54	High
	All First Domain	4.30	0.33	High
(B)	Curriculum			
10	Program courses align with the desired learning objectives.	3.23	0.56	Moderate
11	Courses related to the job sector.	3.38	0.61	Moderate
12	The course content and program objectives are well-defined and explicit.	2.95	0.62	Low
13	The program's study plan takes into account the courses' logical order of instruction.	3.29	0.62	Moderate
14	Course learning outcomes are connected to the program's learning outcomes.	4.15	0.61	High
15	Field training is conducted in targeted workplaces after graduation	3.59	0.60	Moderate
16	Programs' instructional strategies match the learning objectives.	3.18	0.65	Moderate

17	The methods of instruction and learning improve students' capacity to carry out scientific inquiry.	3.03	0.65	Moderate
18	The program's learning objectives and the field experience's learning objectives align.	3.69	0.59	High
19	Scientific symposia and workshops are held with student participation.	3.60	0.69	Moderate
	All Second Domain	3.33	0.43	Moderate
(C)	The quality of instruction and student assessment			
20	All courses provide students with enough information about the goals of the course and the learning outcomes at the start of instruction.	4.68	0.38	High
21	At the start of each course, a discussion among the students is conducted regarding the methods of instruction and learning that will be used.	2.30	0.37	Low
22	Every course begins with an illustration of the methods and deadlines for student evaluation that will be followed throughout the course.	4.39	0.44	High
23	Different teaching methods are employed by teaching staff.	3.65	0.45	Moderate
24	Teaching strategies promote student involvement and communication.	3.66	0.42	Moderate
25	The teaching team adheres to the teaching and learning methodologies outlined in the program and course descriptions.	4.29	0.46	High
26	The assessment techniques specified in the course and program descriptions are adhered to by the teaching staff.	4.55	0.41	High
27	A precise and well-defined system exists for assessing students.	4.51	0.45	High
28	There are many different approaches used to evaluate students.	2.29	0.45	Low
29	The program's study restrictions offer additional chances to support underachieving pupils.	4.22	0.42	High
	All Third Domain	4.42	0.31	High
	All Domains	4.02	0.28	High

According to the data shown in Table 3, the average score for all characteristics related to YU's adherence to learning and teaching requirements, as assessed by students and faculty members, was 4.02, with a standard deviation of 0.28. This achievement can be attributed to the endorsement of YU's adherence to learning and teaching standards by both students and teachers, grounded in a clear and impartial methodology. As fundamental components of the educational process, they engage in direct communication and meticulously monitor all facets of their performance, both within and beyond the classroom. This encompasses assessing their preparations, classroom engagements, and extracurricular participation. This may originate from training courses conducted by the Ministry of Education in prior years. These courses aimed to educate students and teachers with the essential abilities to proficiently teach and learn standards across multiple domains. This discovery corresponds with the study performed by [36].

The characteristics related to graduation and academic performance was discovered to be 4.30, with a 0.33 standard deviation. Out of all the features relating to the traits of graduates and educational results, the item labeled "Attributes of graduates from recognized programs that align with the faculty and program missions" (item 1) had the highest mean value, scoring 4.53. Out of all the questions, item 3, which is the statement "Attributes of graduates and educational results for specified programs," has the lowest mean score (3.98). The researcher explains the occurrence as a result of students' and faculty members' awareness of the significance of graduate-specific characteristics and academic outcomes in the larger educational process as well as their crucial role in the efficiency of the teaching process. They also understand that the characteristics of graduates and academic performance represent a significant portion of a faculty member's duties, which calls for student monitoring and assistance. According to the researcher, the tendency is a result of the widespread perception among students and faculty members that they have control over graduate characteristics and academic performance. The qualities of graduates and academic achievements that meet the requirements of the Saudi qualification framework are given precedence. Furthermore, while making daily plans, the characteristics of graduates and their learning results match professional and academic norms. This finding aligns with the research conducted by [37].

Furthermore, the data in Table 3 indicates that the curriculum standard has a mean of 3.33 and a standard deviation of 0.43. Item 19 possesses the highest mean score among the components incorporated in the curricular standard. This item asserts, "Scientific symposiums and workshops are held with student participation," and has achieved an average rating of 3.60. Among all the questions, Item 17, about "The methods of instruction and learning improve students' capacity to carry out scientific inquiry," received the lowest average score of 3.03. The researcher ascribes this result to the program's implementation, which should ensure the inclusion of students in the committees responsible for organizing workshops and educational symposia, invite all program students, and encourage their active engagement. Furthermore, the program management must instruct teaching personnel to oversee both classroom and extracurricular activities, providing

comprehensive support for their involvement. This finding aligns with the research conducted by [38-39].

Finally, the data presented in Table 3 indicates that the quality of instruction and student evaluation has a mean value of 4.42 and a standard deviation of 0.31. Item 20 is one of the elements included in the framework of applying the evaluation standard that exhibits the highest average score. This item states, "All courses provide students enough information about the goals of the course and the learning outcomes at the start of instruction," and has attained a mean score of 4.68. Of all the inquiries, Item 28, about "There are many different approaches used to evaluate students," attained the lowest mean score of 4.08. This has affirmed the assessment of students regarding the fulfillment of the study's objectives, particularly in addressing underperforming students and the pedagogical strategies employed in the program through the provision of diverse educational courses. The assessment of the teaching staff has revealed compliance with this inadequate policy throughout all practices. The program administration must evaluate courses and program descriptions, include innovative teaching methodologies aligned with the curriculum, and promote self-directed learning to fulfill students' aspirations. This finding aligns with the research conducted by [40], figure 4 shows the level of each domain.

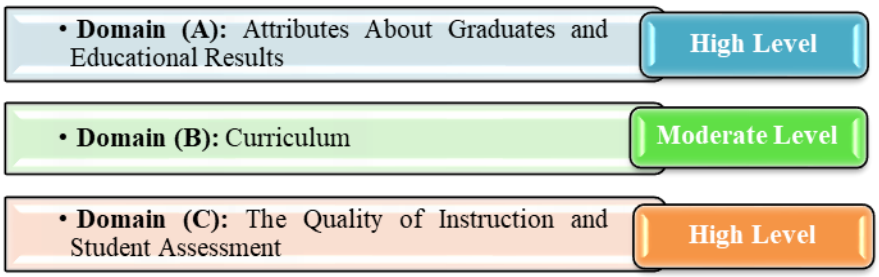

Fig. 4: *Level of Each Domain of the Questionnaire*

The study utilized an independent sample T-test to assess the statistical significance of the effects of gender and participation position on the criteria for learning and teaching. This analysis specifically focused on the second research question.

Table 4: T-test for Independent Samples

Variables	N	Mean	SD	df	t	Sig
Male	368	4.22	0.48	499	0.854	0.105
Female	133	4.26	0.46			
Student	328	4.15	0.42	499	0.866	0.120
Faculty Member	173	4.16	0.42			

It is evident from the statistics in Table 4 that male participants' average score for the learning and teaching criteria was 4.22. On the other hand, the average score of the female participants was slightly higher, 4.26. Additionally, the graphic shows the 4.15 mean score for students' learning and teaching criteria. Faculty members, however, reported an average score of 4.16. When comparing two groups based on participant position and gender, the statistical significance (Sig) values of 0.095 and 0.091, respectively, indicate that neither factor significantly affected the YU's learning and teaching standards.

4. Conclusion

The primary objective of this research study was to assess the extent of adherence to teaching and learning standards in meeting the criteria set by the Education Evaluation Commission in Jordan. This study was undertaken from the viewpoint of students and professors at YU. The study's findings indicate that the extent of employing teaching and learning standards to meet the criteria of the Education Assessment Commission at YU, as perceived by students and faculty, is high. The researcher posits that this outcome can be ascribed to the acceptance of YU's commitment to learning and teaching standards by both students and educators, based on a transparent and unbiased methodology. As essential elements of the educational process, they participate in direct communication and diligently oversee all aspects of their performance, both within and outside the classroom. This involves evaluating their readiness, school involvement, and extracurricular activities. This may stem from training programs administered by the Ministry of Education in previous years. These courses were designed to equip students and educators with the fundamental skills necessary for effectively teaching and learning standards across several disciplines.

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