

Implementation Degree of Quality Standards in the Special Education Program at Al-Balqa Applied University from the perspective of Faculty Members

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Abstract

Objectives: This study aimed to determine the implementation degree of quality standards in the special education program at Al-Balqa Applied University.

Methods: The descriptive strategy was applied. A random cluster sample of 56 faculty members from Balqa Applied University made up the study sample. The Jordanian Universities Accreditation and Quality Assurance Authority's Manual of Jordanian Quality Assurance Standards for the Educational Sciences Program served as the foundation for the creation of the instrument.

Results: According to the indicators of the standards for the three aspects of the standards, the study found that Al-Balqa Applied University's special education program applied quality standards to a high degree. However, the findings also revealed weaknesses in the policies that govern student transfer, a strained relationship between faculty members and library and database staff, and the absence of a more thorough, in-depth analysis. The demographics of faculty members' gender and academic rank are linked to how strictly quality standards are applied in Balqa Applied University's special education program.

Conclusions: The study suggested updating academic materials for special education programs to achieve depth and current practices in special education, introducing periodic assessment procedures of special education programs, developing appropriate policies for students transferring from other academic programs, and strengthening the communication channel and relationship context among special education program's faculty members and workers in library and databases.

Keywords: Degree of application, Special Education Program, Quality Assurance Standards, Balqa applied University.

درجة تطبيق معايير الجودة في برنامج التربية الخاصة بجامعة البلقاء التطبيقية من وجهة نظر أعضاء هيئة التدريس

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ملخص

الأهداف: هدفت الدراسة إلى تحديد درجة تطبيق معايير الجودة في برنامج التربية الخاصة بجامعة البلقاء التطبيقية. **المنهجية:** تم استخدام المنهج الوصفي. وتكونت عينة الدراسة من عينة عشوائية عنقودية بلغ عددها 56 عضو هيئة تدريس في جامعة البلقاء التطبيقية. وتم تطوير الأداة بناءً على دليل معايير ضمان الجودة الأردني لبرنامج العلوم التربوية الصادر عن هيئة اعتماد الجامعات الأردنية وضمان جودتها.

النتائج: توصلت الدراسة إلى أن درجة تطبيق معايير الجودة في برنامج التربية الخاصة بجامعة البلقاء التطبيقية حسب مؤشرات المعايير الخاصة بالجوانب الثلاثة للمعايير جاءت بدرجة عالية، كما كشفت النتائج عن ضعف في السياسات التي تنظم عملية نقل الطلبة، ووجود علاقة ضعيفة بين أعضاء هيئة التدريس والعاملين في المكتبة وقواعد البيانات، ووجود تسلسل أقل شمولاً وعمقاً ومنطقياً للمواد في الخطة الدراسية، وعدم الالتزام بالوقت المخصص للبرنامج، وعدم وجود سياسات عملية لتقييم أعضاء هيئة التدريس لدرجة البكالوريوس في برنامج التربية الخاصة وإجراءاته، وعدم وجود اختلاف في وجهات نظرهم تجاه درجة تطبيق معايير الجودة في برنامج التربية الخاصة بجامعة البلقاء التطبيقية تعزى إلى الخصائص الديموغرافية (الجنس والرتبة الأكاديمية) لأعضاء هيئة التدريس في درجة تطبيق معايير الجودة في برنامج التربية الخاصة بجامعة البلقاء التطبيقية.

الخلاصة: اقترحت الدراسة تحديث المواد الأكاديمية لبرامج التربية الخاصة لتحقيق العمق والممارسات الحالية في التربية الخاصة، وإدخال إجراءات التقييم الدوري لبرامج التربية الخاصة، ووضع السياسات المناسبة للطلاب الذين ينتقلون من البرامج الأكاديمية الأخرى، وتعزيز قناة الاتصال وسياق العلاقة بين أعضاء هيئة التدريس والعاملين في برنامج التربية الخاصة في المكتبات وقواعد البيانات.

الكلمات الدالة: درجة تطبيق، برنامج التربية الخاصة، معايير ضمان الجودة، جامعة البلقاء التطبيقية.



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Introduction

Since the beginning of the 21st century, the educational field has experienced rapid developments emerging constantly and surging yields opportunities expansion for those who have innovative skills and competencies. Recently, huge interests have evolved considerably educating and learning struggling students varying from residential settings, specialized school, integrated support unit, and nowadays inclusive schools. As consequence of these interests, preparing a qualify special education teacher was a priority among researcher, educators, and decision makers (Young, 2018). These signify the importance of finding quality standards that govern the educational process, particularly the special education field (Al-Othman, Atyat, & Hasonah, 2017; Al-Zoubi & Rahman, 2013). The special education field has unique norms, offers specialized theories, concepts, pedagogy, and practices, and deals with a wide variety of characteristics (e.g., behavioral, healthy, and learning) exhibited by special needs students (Cook, Landrum, & Tankersley, 2014). The quality of special education program determines teacher quality of special needs since the most influential factors affect child learning is well-prepared, caring, and qualified teacher. The quality aspect of teachers becomes more significant when it is relating to teaching children with special needs (Peterson-Ahmad, Hovey, & Peak, 2018). Educational institutes strive to enhance teachers' quality of special needs to meet the learning demands of individuals with disabilities complying with the act of "NO Child behind" (Vernon-Dotson, Floyd, Dukes, & Darling, 2014). Accordingly. Teachers of special needs encounter unique challenges compared to the teacher of general students, and thus teachers of special needs have to equip different and unique knowledge and practices (Madani, 2019) (Odongo, 2018). Teachers are learned to teach in the teacher preparation programs offered by humanities colleges or universities. Sum all together, special teacher preparation is offered the knowledge foundation for learning how to deal, teach, and develop behavior and knowledge of students presenting disabilities (Evans et al., 2010). According to Madani (2019) and Odongo (2018), quality standards are important to increase the quality and learning access for students with disabilities as an acquired right. Woolf (2015) asserted that quality standards are significant to ensure the effectiveness of student teachers and improve their practices and performance to next time (Seyfried & Pohlenz, 2018; Brownell, Leko, Kamman, & King, 2017). Preparing future special education teacher accordingly become a critical purpose, thus several arrangements of special education teacher preparation program have been used. For instance, there were three programmatic arrangements, namely, traditional program, integrated program, and innovate course enhancements (Vernon-Dotson, Floyd, Dukes, & Darling, 2014). These underlying the significant of quality teacher preparation programs. Furthermore, Akareem & Hossain (2016), Seyfried & Pohlenz, (2018), and Sari, Firat, & Karaduman (2016) illustrated the importance of quality standards from different aspects, but mainly it is important to control and develop the educational system at tertiary education, to sustain higher education institute at the market, shed light to the competitive-based view of higher education, and improve students' competencies in all aspects. It emphasizes the significance of the current study to determine the implementation degree of quality standards in special education. However, scholars recently have been argued there is no research investigated the complementary of special education teacher preparation programs, which would reveal the way to prepare and develop qualified special education teachers by organizing their learning experience to enrich their knowledge, develop their skills, and enable them to engage in the different instructional framework (Brownell, Jones, Sohn, & Stark, 2020).

In Jordan, the Higher Education Accreditation Commission disclosed and released the last version of the quality assurance standards manual for an educational science program in 2015. The manual presents guidelines for Jordanian higher educational institutes to satisfy quality assurance certificate requirements. The manual encompasses a set of approved quality assurance criteria. The manual involves eight standards, namely, strategic planning, governance, academic program, scientific research scholarship, and innovations, human financial and physical resources, student services, community services, and external relations, and quality assurance. The third criteria are the quality standards related to the academic programs; it encompasses three sub-criteria. Institutes has to outscore 8 ratings in this criterion to avoid quality rejection (Higher Education Accreditation Commission, 2015)

Al-Balqa Applied University is the second well-known and reputed public university in Jordan. Al-Balqa Applied University is an old university that was founded in 1997, formed by integrated several colleges distributed among all

provinces. It offers various academic degrees, such as ungraduated and postgraduate degrees, in the different subjective disciplines. The university adheres to quality standards to accomplish its objectives and missions. The university looks forward to scientifically compete and leads worldwide applied universities. Unsurprisingly, the university entered the 2021 Times Higher Education World University Rankings in the 601-800 category. As well the university occupies the second rank across Jordanian universities, the 25th rank across Arab universities, one of the top 250 universities across Asia universities, one of the top 250 universities across emerging economics universities, and one of the top 1000 universities across the globe according to the world university rankings. According to UI Green metric world university rankings, Al-Balqa Applied University ranked 1st across Jordanian universities, 2nd across Arab universities, and 106th across global universities. Furthermore, it is one of the top 90 universities according to QS university rankings across the Arab region (Kayed, 2020).

The Al-Azmi et al. (2021) study indicated The aim of this study was to evaluate the degree of the evaluation of the educational management program in light of the academic accreditation standards in the universities of Jordan in Irbid from the point of view of the faculty members. The researchers used the descriptive analytical approach and the study sample consisted of (17) faculty members specialized in educational administration. The results showed that the degree of evaluation educational administration program in the light of academic accreditation standards from the viewpoint of faculty members was average (3.47), and a mean of (0.46) and the results showed that there were no significant in estimates of faculty members to the degree of evaluation of the educational administration program due to variables (gender, academic rank, and experience), the recommendations include working on improving the educational administration program in light of the academic accreditation standards in terms of the content and goals, study plan.

Al-Najjar study (2020) aimed to know the evaluation of academic programs in the Yemeni educational sciences colleges, proposals to develop them from the point of view of the faculty members. The sample (97), and the results of the study showed the degree of application of quality standards for academic programs to a medium degree in general, and among the proposals recommended by it is to increase interest in applying quality standards and developing academic programs in line with knowledge and technical developments so as to meet the desires and aspirations of students and society, and also stressed the need to focus On the student side, with their participation in the development and improvement of the educational process, the development of plans and curricula, the participation of all parties, and the use of the experiences of international universities. Its responsibility is to publish quality and apply it according to certain standards.

The study of Daoud (2020) showed in its study of the link between total quality assurance in universities and the competitiveness of universities, as it went that the quality assurance system has now become one of the most important systems that all educational institutions at the global level and in all countries pay attention to and work on. Developing it, and relying on it in all transactions, because it increases the competitive value of the university among all other universities, whether at the local level or at the university level, and thus the university that adopts the quality assurance system has the ability to compete with others, and thus attract all Investments, and this will only come by maintaining the educational outputs that educational institutions produce, because they are the ones that can compete with other universities, as the university becomes a great deal of influence and quality compared to other universities that compete with it, and then have Its position with other international universities as well, due to its quality assurance systems and competitive products.

The study of Al-Rayes and others (2019) indicated the need to implement quality assurance systems within educational institutions in order to achieve the goals pursued by the university, and this was motivated by commitment and responsibility, as they went to the fact that commitment and responsibility is the motive for adopting quality assurance systems that greatly help to Achieving quality assurance, in which every individual within the educational institution abides by his rights and duties to perform to the fullest extent so that every person within the educational institution is committed to all the responsibilities entrusted to him, with a high degree of transparency.

Aissan study (2017) focused on the reality of program accreditation management at Sultan Qaboos University, where it

relied on the descriptive approach to document analysis. higher colleges.

The study of alnaass (2017) aimed to identify the availability of quality requirements and programmatic accreditation for university study at the University of Tobruk from the viewpoint of those in charge of the programs. Results: The availability of quality requirements and program accreditation in the standard of programs and student affairs by 50% and 70%, respectively, and the absence of the standard of faculty members by 24%. It recommended the need to pay attention to quality standards, the most important of which is the standard of faculty members.

As for the study of Mahri et al. (2017), it showed that quality assurance systems in higher education are no longer a mere choice for educational institutions that they can take at any time they want, and they may reject it at any time they want, but rather it has become a realistic matter that educational institutions must All take it, otherwise it will not have a presence among all other university institutions around it, and will not have any value compared to others, as quality assurance is one of the most important means that universities rely on now to create its position, locally and globally, without it the university will not be able to prove itself, and it will not be able to draw others to its products and deal with it, rather it will become just a silent entity that does not develop and is not affected by what is happening around it. By adopting quality assurance systems.

Commenting on previous studies

Looking at previous studies, we find that there are studies that dealt with the theoretical aspect of the quality assurance system, as in the study (Resham, 2017), which dealt with creative thinking and showing how the quality assurance system helps to implement creativity and thinking among students. On the other hand, we find studies that have tried to link some of the new educational systems created by the technological development in which we live and education quality assurance systems, as we saw in the study (Hattabi, 2019), where this study attempted to link between the application of quality assurance systems and e-learning, and the statement of the relationship The link between e-learning and the application of quality assurance systems. We also find among the previous studies studies calling for and urging the application of total quality systems by linking them with progress, as well as the importance that accrues to educational and university institutions from their application, and this is what happened in the study (Daoud, 2020), where we find that it linked both Quality assurance systems and the competitiveness of universities, as it showed the impact of quality assurance systems on the competitiveness of the university, and how it creates the university's special position among the rest of the universities, whether local or international, as well as a study (Mahri et al., 2017) that sought to highlight the importance of quality assurance At the present time and how it has become a realistic matter that must be taken into account, otherwise the university will not have a place among other universities, whether at the local or international level. Finally, we find from studies that saw the need to strengthen quality assurance systems by mentioning the opinions of those who are addressed in the first place, such as faculty members, and this is what happened in the study (Al Rayes et al., 2019), where it saw the need to highlight the viewpoint of faculty members in The effectiveness of the application of quality assurance systems within the university, and an explanation of how and the role it plays in the progress of the university.

1.1 -Problem Statement

Quality assurance of academic programs is one of the influential factors to achieve numerous benefits and competitive advantages of higher education institutes that return as benefits of faculty members, students, and eventually society (Seyfried & Pohlenz, 2018; Akareem & Hossain, 2016). Thus, Quality assurance is an axiom of academic performance enhancement and gain educational advantages of tertiary education. Accordingly, implementation of quality assurance is a necessity to identify which truly implemented of these related standards at reality and if the implementation of these standards is precise. This genre of information depicts the achievement extent of accomplishing educational outcomes of any academic problem.

Furthermore, the process of quality assurance has a higher priority for universities, as one of the success facets, the success of institutes, the success of achieving its vision, objectives, and his message. Hence, there is a need for a quality control system that stimulus the current study purposes to reveal the implementation degree of quality assurance standards, tackling the quality assurance standards constituted by the Accreditation Association of Jordanian University known as

Quality assurance standards of educational science programs for Jordanian's universities since the program has not accredited yet by the Accreditation Association of Jordanian University according to Quality assurance standards of educational science programs for Jordanian's universities.

Therefore, the current study came to show How do faculty members perceive quality standards implementation (Education and Learning Policies' Standards, Educational Syllabus Standards, and Assessment of educational outcomes standards) on the special education program at Al-Balqa Applied University?

1.2 - Study Questions

The main question is to what extent the implementation of quality standards in the special education program at Al-Balqa Applied University?

Furthermore, the study was informed by the following sub-questions:

1: How do faculty members perceive quality standards implementation (Education and Learning Policies' Standards, Educational Syllabus Standards, and Assessment of educational outcomes standards) on the special education program at Al-Balqa Applied University?

2: Is there any difference in the implementation degree of Quality Standards (Education and Learning policies' Standards, Educational Syllabus Standards, and Assessment of educational outcomes standards) between faculty members at Al-Balqa Applied University due to their gender or academic rank?

1.3- Study Aim

The study aims to illustrate the implementation extent of quality standards in the special education program at Al-Balqa Applied University.

1.4 -Study Significance

Recently nearly the last fifteen years, teacher preparation has been under substantial scrutiny; due to the recent interest and agenda questioning about teacher education program effectiveness, suggesting that teacher education programs highly affect the teachers' perceptions toward their readiness for teaching. However, there is a lack of studies associate with the effectiveness of teacher preparation programs and the student's achievement of the graduated students from these programs. This signifies the importance of the study that contributes to the spotlight on the evolution of quality assessment scale for special education teacher preparation programs. The study accordingly contributes the first logical analysis of the quality standards for an educational science program in universities accommodates with local and national legislation. Furthermore, this study is one of the very few studies investigating the quality of special education teacher preparation programs in Jordan as a response to the international and national glance toward improving educational systems, especially for those struggling students.

1.5 -Study Delimitation

This study is to focus on the three primary standards of the educational science program as constituted by the Jordanian quality assurance standards manual, which included three main standards, namely, Educating and learning policies' standard, educational syllabus standards, and assessment of educational outcomes. Other manual standards were not considered in this study. Furthermore, this study only focuses on the special education program offered by Al-Balqa Applied University.

The spatial limitation of the study defined by the boundaries of Al-Balqa Applied University.

Time limitation: the study conducted during the second semester of the academic year of 2020.

1.6 -Study Operational definition

A special education program is an educational program aims to prepare pre-service teacher that will teach students with special needs such as those presenting developmental disorders (Peterson-Ahmad, Hovey, & Peak, 2018). The operational definition of the special education program is the offered program by Al-Balqa Applied University to prepare pre-service teachers of special needs students.

Quality standards of the educational program are the set of requirements that the educational program has to satisfy to meet the program quality purposes, which is accredited by the official committee of quality (Abbas & Alsaho, 2019). The

operational definition of quality standard of the educational program is the set of quality standards related to an educational program, which are constituted in the Jordanian quality assurance standards manual.

2. Method and procedure

Participants

According to the study scope, participants were selected purposely in terms of their responsibilities to adhere to national quality standard implementation at the tertiary educational level, namely, credentialed faculty members of the special education program at Al-Balqa Applied University from four colleges (Ajloun College, Prince Alia Collage, and Prince Rahma Collage) and these colleges offer a Bachelor's degree program in special education.

Table 1. Demographic Characteristics

Demographic Variables	Frequency	Percentage
Gender		
Male	42	75.0
Female	14	25.0
Total	56	100.0
Academic rank		
Instructor	7	12.5
Assistant Prof.	16	28.6
Associated Prof.	33	58.9
Total	56	100.0

Survey Instrument

The researcher designed an online survey instrument that included a brief description of the study's aims and scope, target population, and description of instrument construction. The survey used closed ended questions in all parts. The first part captures participants' demographic background; gender and professions. The second part of the instrument was quality standard indicators that worded according to the quality assurance standards manual for educational science program (2015), which is the last version applicable by the Higher Education Accreditation Commission. The manual encompasses eight standards for educational science programs, but in this study, we only concern the third standard related to the academic program standards. Accordingly, the second part of the instrument was divided into three facets; the first facet is Educating and learning policies' standards. The second facet is educational syllabus standards, at the last, assessment of educational outcomes. Because the study only concerns about the bachelor's degree in the special education program, any standard related to other educational degrees were expelled. These parts consisted of 36 items formatted as a 5-point Likert type scale (Strongly High =5, High = 4, Medium = 3, low = 2 and strongly low = 1).

The correction of the scale was used to determine the degree of response upon the following: The Low degree from 1.00- 2.33, The Medium degree from 2.34 – 3.67, The High degree from 3.68 – 5.00

Construct Validity of the survey. To measure the adequateness of survey construction, the survey was introduced for a panel of arbitrators who are experts in the special education fields working in different educational institutes. The instrument items were reworded as per arbitrators' recommendations and 3 items were deleted due to its irrelativeness.

Internal Reliability of the Survey. The internal reliability of the three facets was calculated to validate the truthiness and robustness of the instrument. Internal consistency was used for verifying the internal reliability of the instrument for each facet and an overall score of facets. the result showed that the values ranged between (0.642 – 0.834) with total value (0.896), which is acceptable in this study. (see table no. 2)

Variables of the Study:

The study included several variables, as:

- Independent Variable (Implementation Degree of Quality Standards in the Special Education Program) and it contains:
 - Education and learning policies
 - Educational syllabus.
 - Assessment of educational outcomes.
- Dependent variable: respondents' demographic aspects of the study sample, gender, academic rank.

Data Analysis and Techniques

A Statistical Package for Social Sciences (SPSS) to analyze the collected data and test the research hypotheses. The following statistical techniques and tests were used in data analysis:

1. Frequencies and percentages to describe demographical variables.
2. Cronbach's Alpha reliability (α) to measure strength of the correlation and coherence between questionnaire items and highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.
3. Descriptive Statistical Techniques: these included means and standard deviations. These techniques were used to illustrate respondents to study fields.
4. Independent Sample T-test and One-Way ANOVA test were used.
3. Results and Discussion

Question 1: How do faculty members perceive quality standards implementation on the special education program at Al-Balqa Applied University?

To answer the first question, the study based on the perspective of the faculty members to show the extent the implementation of quality standards in the special education program at Al-Balqa Applied University and the participants show the result as following:

Table 3. participant's perspectives about the Implementation Degree of Quality Standards in the Special Education Program offered by Al-Balqa Applied University

No.	Facet	Mean	Std. Deviation	rank	Degree
1	Education and learning policies' Standard	3.96	0.41	1	High
2	Educational syllabus Standard	3.95	0.39	2	High
3	Assessment of educational outcomes' Standards	3.84	0.49	3	High
	Total	3.92	0.38		High

The participants showed that the Implementation Degree of Quality Standards in the Special Education Program offered by Al-Balqa Applied University was in the high level from them perspectives, education and learning policies' standards ranked first with high level = 3.96, the second dimension is educational syllabus standards with high level = 3.95 and assessment of educational outcomes' standard ranked third with high level = 3.84. However, these results are expected since the university adheres to quality standers to accomplish its objectives and missions. The university looks forward to scientifically compete and leads world-wide applied universities. Thus, the university occupies the second rank across Jordanian universities, the 25th rank across Arab universities, one of the top 250 universities across Asia university, one of the top 250 universities across emerging economics universities, and one of the top 1000 universities across the globe according to the world university rankings. According to UI Green metric world university rankings, Al-Balqa Applied University ranked 1st across Jordanian universities, 2nd across Arab universities, and 106th across global universities. Furthermore, it is one of the top 90 universities according to QS university rankings across the Arab region.

The study viewed the result of each dimension as following:

Education and learning policies' Standards: According to table no. 4, the participants showed that the educational and

learning policies was in the high level from them perspectives, “The department creates, develops and discontinues academic programs for the Bachelor's program in Special Education” ranked first with high level = 4.38, While, two statements ranked with medium, “The department develops policies and procedures for students' transfer to the special education program from other academic programs and equation of materials for them” and “The department performs an integrative work in the relationship between faculty members and workers in the library and database” which ranked at the last with medium level = 3.59.

Table 4. Participant's perspectives about the Implementation Degree of Education and learning standards in the Special Education Program offered by Al-Balqa Applied University

No	Statements	Mean	Std. Deviation	Rank	Degree
1	The department creates, develops and discontinues academic programs for the bachelor's program in Special Education	4.38	0.59	1	High
8	The department publishes the expected learning outcomes for the undergraduate program in Special Education	4.34	0.58	2	High
2	The department sets up policies and procedures related to admission and graduation for the bachelor's degree in the Special Education program	4.04	0.63	3	High
7	The department monitors the role of the councils and their responsibilities for implementing and following up teaching and learning policies in the bachelor's program in special education	4.02	1.05	4	High
5	The department reviews the faculty member's annual plan for the bachelor's program in Special Education, which identifies areas of improvement in the teaching methods used	3.84	0.60	5	High
4	The department undertakes continuous improvement of learning and teaching methods for the bachelor's program in Special Education and links the theoretical and applied aspects	3.80	0.86	6	High
3	The department develops policies and procedures for students' transfer to the special education program from other academic programs and equation of materials for them	3.64	0.92	7	Medium
6	The department performs an integrative work in the relationship between faculty members and workers in the library and databases	3.59	0.80	8	Medium
Total		3.96	0.41	High	

Educational Syllabus' standards: The participants showed that the educational syllabus was in the high level from them perspectives, “A committee with the authority to design curricula and study plans for the Bachelor in Special Education program is appointed in line with the program's vision, mission, and goals” ranked first with high level = 4.32, and three statement were ranked at medium level, namely, “The materials included in the study plan for the program are characterized by comprehensiveness, depth and logical sequence, with a comprehensive plan for each subject”, “The existence of policies and procedures in the light of which the study plan for the bachelor's in special education program is evaluated and developed periodically”, and “Commitment to the time allotted for the Bachelor's program in Special Education”, which ranked at the last with medium level = 3.29.

Table 5. Participant's perspectives about the Implementation Degree of Education syllabus' standards in the Special Education Program offered by Al-Balqa Applied University

No.	Statements	M	Std. Deviation	Rank	Degree
9	A committee with the authority to design curricula and study plans for the bachelor's in special education program is appointed in line with the program's vision, mission, and goals.	4.32	0.58	1	High
16	The college provides field training opportunities in a gradual and balanced manner to ensure that graduates are provided with the bachelor's in special education program with competencies and sufficient qualification for success at work.	4.25	0.55	2	High
22	The existence of specific policies and requirements for graduation in the undergraduate program in special education	4.23	0.54	3	High
23	The college provides a sufficient number of full-time faculty members, which is commensurate with the number of students enrolled in the bachelor's program in Special Education	4.20	1.17	4	High
17	There is a clear and practical correlation between the basic educational program of the Bachelor of Special Education offered by the college and the subsequent phase of training and practice before and after graduation.	4.18	0.39	5	High
10	The Plans Committee designs the curriculum and study plan for the undergraduate program in Special Education in cooperation with the department councils and the college council	4.13	0.57	6	High
19	The degree of compliance with the instructions and standards for special accreditation for the specialization (special education) as shown in the instructions and standards for special accreditation for the specializations of educational science programs	4.11	0.59	7	High
25	The college's program and study plan are constantly reviewed in line with the scientific developments in the educational sciences	4.11	0.49	7	High
15	The college provides an indicative plan for the bachelor's program in Special Education that provides students with the necessary information when needed.	4.07	1.08	8	High
20	The department creates specific policies and procedures for admission to the undergraduate program in a manner that ensures a high degree of competitiveness in accordance with the criteria of merit and eligibility	3.98	0.73	9	High
26	The college evaluates the bachelor's program in special education with all its components with the participation of faculty members, students, beneficiaries, institutions and all stakeholders	3.96	0.63	10	High
18	The academic departments of the bachelor's in special education program provide an integrated developing file for each subject that they offer within the program's study plan	3.88	0.72	11	High
21	The Bachelor's program in Special Education is characterized by comprehensiveness, modernity, depth of knowledge, and logical sequence	3.80	0.77	12	High
13	The College adheres to national and international educational standards and the requirements of professional and organizational practice when designing and planning a bachelor's degree in special education program	3.79	0.62	13	High
12	The study plan and educational methods include methods to make the bachelor's student in Special Education take responsibility for his learning and preparation for lifelong learning.	3.75	0.81	14	High
11	The materials included in the study plan for the program are characterized by comprehensiveness, depth and logical sequence, with a comprehensive plan for each subject	3.55	0.95	15	Medium
14	The existence of policies and procedures in the light of which the study plan for the bachelor's in special education program is evaluated and developed periodically	3.52	0.71	16	Medium
24	Commitment to the time allotted for the bachelor's program in Special Education	3.29	1.17	17	Medium
Total		3.95	0.39		High

Assessment Educational Outcomes' Standards: The participants showed that the Evaluating educational outcomes was in the high level from them perspectives, (The college regularly involves faculty members, students, and related sectors in evaluating the bachelor's program in special education) ranked first with high level = 4.14, and (The college has practical policies for evaluating faculty members for the Bachelor in Special Education program and its procedures) ranked last with medium level = 3.21. The results similar to what found by Eisan (2006). Eisan (2006) found that the course materials of program are conventional and that coincides perspectives of faculty members toward special education material course, as illustrated by statement no. (11). Furthermore, the faculty member mediumly perceive the periodic development and assessment of study plan and syllabus, which can be related the omnidirectional development norm, from top to bottom, regardless of the lower levels in the system, especially, in the furthest collages branches.

Table 6. Participant's perspectives about the Implementation Degree of Assessment Educational outcomes' standards in the Special Education Program offered by Al-Balqa Applied University

No	Statements	Mean	Std. Deviation	rank	Degree
29	The college regularly involves faculty members, students, and related sectors in evaluating the bachelor's program in special education	4.14	0.59	1	High
30	The college uses standard measures and procedures to determine the learning outcomes of graduates of the bachelor's in special education program	4.02	1.18	2	High
32	There is compatibility and consistency between the educational outcomes of the bachelor's in special education program and the requirements of the labor market	3.98	0.56	3	High
27	The college has practical policies for evaluating the performance of students enrolled in the undergraduate program in special education and evaluation procedures	3.91	0.75	4	High
33	There are cooperation agreements related to field training for students of the bachelor's program in Special Education	3.82	0.72	5	High
28	The college publishes the expected learning outcomes of the undergraduate program in special education	3.80	0.77	6	High
31	The college has practical policies for evaluating faculty members for the bachelor's in special education program and its procedures	3.21	1.14	7	Medium
Total		3.84	0.49		High

The results of the current study differed with the results of the study of Al-zmi (2021) Al-Najjar (2020) in that the national standards are applied to a medium degree and agreed with the study of Dawood 2020, Hattabi 2017 and Aissan 2017 in terms of the importance of applying national standards within the quality of educational programs

Question 2: Is there any difference in the implementation degree of Quality Standards (Education and Learning policies' Standards, Educational Syllabus Standards, and Assessment of educational outcomes standards) between faculty members at Al-Balqa Applied University due to their gender or academic rank?

A) Gender

To answer this question, the study used Independent Sample T-test as following:

The study used Independent Sample T-test to show if there any difference in the implementation of quality standards in the special education program at Al-Balqa Applied University according to the gender of faculty members as following:

Table 7. Differences among Participant's perspectives about the Implementation Degree of Quality standards in the Special Education Program offered by Al-Balqa Applied University due to Gender

Quality Standards	Gender	N	Mean	Std. Deviation	Df	t-value	P value
Education and learning policies	Male	42	4.03	0.44	54	2.437	.018*
	Female	14	3.73	0.18			
Educational syllabus	Male	42	3.96	0.45	54	.198	.844
	Female	14	3.93	0.02			
Assessment educational outcomes	Male	42	3.79	0.54	54	-1.420	.161
	Female	14	4.00	0.17			
Total	Male	42	3.93	0.43	54	.315	.754
	Female	14	3.89	0.05			

*: significant at level of (0.05)

The result of Independent Sample T-test showed that there is a statistically significant differences at level of (0.05) in the level of implementation of quality standards related to Education and learning policies according to the gender of faculty members (t value = 2.437) (P value = 0.018) and the variance was in favor of males. The difference can be imputed to the variance of comprehend of education and learning policies between female faculty members and males.

While there are no statistically significant differences in the level of the implementation of quality standards in the special education program at Al-Balqa Applied University in the two rest facets educational syllabus and assessment of educational outcomes according to the gender of faculty members (t values were 0.198, -1.420 respectively. It also obvious that there is no variance in the total degree of quality standards implementation in special education program due to gender of faculty members (t value was 0.315) and the variance between mean values if found but it's not significant at level of (0.05).

B) Academic Rank

The study used One Way ANOVA test to show if there any difference in the implementation of quality standards in the special education program at Al-Balqa Applied University according to the academic rank of faculty members as following:

Table 8. Differences among Participant's perspectives about the Implementation Degree of Quality standards in the Special Education Program offered by Al-Balqa Applied University due to Academic Rank of Faculty Members

Quality Standards		Sum of Squares	df	Mean Square	F	Sig.
Education and learning policies	Between Groups	.204	2	.102	.588	.559
	Within Groups	9.185	53	.173		
	Total	9.388	55			
Educational syllabus	Between Groups	.779	2	.389	2.778	.071
	Within Groups	7.429	53	.140		
	Total	8.208	55			
Evaluating educational outcomes	Between Groups	1.033	2	.516	2.293	.111
	Within Groups	11.934	53	.225		
	Total	12.966	55			
Total	Between Groups	.402	2	.201	1.448	.244
	Within Groups	7.360	53	.139		
	Total	7.762	55			

The result showed that there is no statistically significant differences in the level of the implementation of quality standards in the special education program at Al-Balqa Applied University in the all three facets; namely education and learning policies, educational syllabus, assessment of educational outcomes), similar to the total degree of quality standards implementation due to the academic rank of faculty members, since the F values were (0.588, 2.778, 2.293, 1.448) respectively, and all of these values are not significant at level of (0.05).

4. Conclusion

Quality assurance standards have significance to control and develop the educational system at tertiary education, to sustain higher education institutes at the market, shed light on the competitive-based view of higher education, and improve students' competencies in all aspects. This emphasizes the significance of the current study and motivates further studies to conduct more investigation on quality assurance implementation. The study has an additional significance due to the significance of the target academic program, which is a special education program. The study aimed to determine the implementation degree of quality standards in the special education program at Al-Balqa Applied University. The study sample selected purposely and consisted of 56 faculty members working at Al-Balqa Applied University. The study instrument was developed based on the Jordanian quality assurance standards manual for the educational science program (2015). The study only concerned the third standard related to the academic program standards, including three main indicators; the first facet is Educating and learning policies' standards. The second facet is educational syllabus standards, at the last, assessment of educational outcomes. The study found that all standards indicators of the three facets of academic program standards are highly implemented, totaled a high degree implementation of academic program standards. Furthermore, the study found that all faculty members exhibit approximate perspectives toward quality standards implementation since there is no difference in their perspectives toward implementation degree imputed to gender, academic rank, or professional background.

5- Recommendation

The study recommended to strengthen the communication channel and relationship context among special education program's faculty members and workers in library and databases, develop appropriate policies toward students transfer from other academic programs, update academic materials of special education program in order to achieve depth and recent practices in special education, introduce periodic assessment procedures of special education program, and introduce a practical assessment measures of faculty members teaching and practicing special education courses.

Future studies are encouraged to assess the course subjects' curriculum according to national and international quality standard accreditations. Furthermore, studies can assess the subject curriculum design according to experience special education teacher to find the necessary and fundamental skills/knowledge deemed for current education systems and reveal the optimal way to deliver special education teacher preparation program to meet these demands.

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