

Research Article

The criteria for accreditation of the Iraqi National Council accredited in the educational group colleges from the point of view of the college's members

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Abstract

The failure to achieve quality criteria in accordance with international accreditation in university education, especially in colleges of education in particular, is an indication of the existence of several obstacles and difficulties, including the inflated acceptance of students with insufficient academic funding for them, and also the lack of qualified college members to apply quality criteria in their teaching performance.

Because of the importance of applying global academic accreditation in our Arab societies, one of the most important challenges that should be taken into account is how to choose comprehensive quality programs that match the level of our academic institutions, many educational conferences that were held at the global, regional and local levels emphasized to draw the attention of all researchers, specialists and those in the field of academic education to the seriousness of applying global accreditation criteria in their institutions.

In order to find out the extent to which the academic accreditation criteria of the Iraqi National Council are applied in Iraqi universities, the researcher set the following two goals:

1. The extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the viewpoint of the college members.
2. The extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the point of view of the college members according to the gender variable (male - female).

To achieve this, the researcher pulled a sample consisting of (300) male and female teachers, by (150) male teachers, and (150) female teachers, to answer the research questionnaire consisting of (29) items, and after the statistical analysis coefficients for the items were extracted the questionnaire prepared by the researcher, the results of the study showed the following:

1. The research sample does not apply the academic accreditation criteria of the Iraqi National Council in Iraqi universities.
2. There is no effect of gender in the application of the criteria of academic accreditation of the Iraqi National Council in Iraqi universities.

Keywords: criteria, accreditation of the Iraqi National Council, educational colleges.

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Research Introduction

Research problem: Higher education is a cornerstone for the progress of any society, based on the fact that university education is described as a platform for science, culture and civilization, as a result of these characteristics and the essential role that it plays in science and progress, it was necessary for the bodies related to academic education to take into account the criteria of international quality systems, in order to improve university education, and to create the appropriate climate to achieve success in the application of total quality criteria and their guarantees, whether in terms of developing curricula, teaching methods, experiences of college members, or improving infrastructure (Al-Qahtani and Hamadna, 2020: 98).

The failure to achieve quality criteria in accordance with international accreditation in university education, especially in colleges of education in particular, is an indication of the existence of several obstacles and difficulties, including the inflated acceptance of students with insufficient academic funding for them, as well as the lack of qualified college members to apply quality criteria in Their teaching performance, as well as the lack of laboratories, scientific means and tools that help students in educational colleges to improve their performance as a teacher in the future, not to mention the weakness in the practical preparation of the student during the period of his studies over the four years of his academic education, and these are all considered among the most dangerous reasons that lead to weak application of total quality criteria in colleges of education (Odah et al. 2011: 10).

Most universities in global societies, especially developed countries, have taken distinct steps in the field of applying quality and accreditation criteria in higher education, at a time when Arab universities in general and Iraqi universities in particular are far from applying and implementing the criteria required to achieve quality, especially those required to be applied in the colleges of education in Iraq, and this is what motivated most researchers and specialists to prepare some studies and research to reveal the most important obstacles and difficulties that cause delaying the possibility of applying comprehensive quality criteria in accordance with internationally approved criteria (Khayoukha, 2017: 162).

Hence the researcher's sense of the problem of her research, as she was positioned through her experience as a researcher in the specialization of teaching methods with the problem of delay and academic regression that universities, especially colleges, suffer from educational groups, as well as what she revealed from the lack of studies that dealt with the variable of her research on the one hand, as well as what on the other hand, she noticed the weak quality of education in university institutions.

From the above, the research problem can be summarized in the following question:

- Do educational groups have an advanced level in the application of international accreditation criteria for the quality of academic education in their institutions?

Research Importance: The process of developing comprehensive quality criteria in university education today has become a necessity, because societies are currently facing rapid scientific and technological progress, which they must join in order to improve the quality of their academic performance, as the process of applying academic accreditation criteria in universities, Especially Arab universities, it is of great importance, almost linked to the various challenges facing contemporary societies (Al-Shari, 2009: 2).

Because of the importance of applying global academic accreditation in our Arab societies, one of the most important challenges that should be taken into account is how to choose comprehensive quality programs that are compatible with the level of our academic institutions, as many educational conferences held at the global, regional and local levels confirmed to draw the attention of all researchers and specialists those in the field of academic education seriously apply international accreditation criteria in their institutions (Al-Hessi, 2012: 3).

The achievement of the success of the educational process in higher education with its content, dimensions, and its content of effective elements and factors such as: curricula, textbooks and aids, experienced college members, equipped buildings, and a dean that is able to develop strategic plans of high quality, has its importance and impact on educational work, as it will remain doubtful if all means are not prepared for the preparation of qualified teachers who are well prepared, from the scientific, cultural, professional and moral aspects, as a result, the preparation of teachers was one of the most important things recommended by most developed countries, the teacher needs to keep up with everything that is new because in his hand he will make the products of the future and they are the generations of tomorrow (Al-Dulaimi and Al-Samarrai, 2011: 53).

Most countries have benefited from some theories that advocated the necessity of applying international academic criteria that emerged during successive periods, among these theories is Baldrige theory into practice, which was founded by the American scientist and theorist (Malcolm Baldrige, 1987) the scientist Malcolm Baldrige, through his theory, emphasized the necessity of applying international criteria for total quality within higher education, which he identified with the following elements (strategic planning process, financial planning for the university budget, job performance for employees, availability of information services for staff and students in general, and the presence of the technological aspect of university communication) (327 Arif & Smiley, 2004:).

Research Aims: This research aims to:

- 1- The extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the viewpoint of the college members.
- 2- The extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the point of view of the college members according to the gender variable (male - female).

Research limits: The research is determined by the following limits:

- 1- **The objective limit:** to study the application of the Iraqi National Council accreditation criteria to improve the quality of education in the colleges of the educational group.
- 2- **The human limit:** college members, students in the colleges of the educational group.
- 3- **Time limit:** the academic year (2021-2020).
- 4- **Spatial limit:** Iraqi universities (Baghdad, Al-Mustansiriya - Al-Iraqiya, Diyala - Tikrit - Basra, Babylon).

Defining terms: The researcher has defined the terms of the current search, as follows:

- 1- Criteria for the accreditation of the Iraqi National Council to improve the quality of education

It was known by:-

- A- (Scientific Supervision and Evaluation Authority, 2019): It is that council that enjoys an independent legal personality, administrative and financial independence and legal capacity that operates in accordance with the laws, instructions and regulations of the Ministry of Higher Education and Scientific Research and is subject to the supervision of its scientific supervision and evaluation body (Scientific Supervision and Evaluation Authority, 2019: 4).
- B- (Scientific Supervision and Evaluation Authority, 2020): It is those means by which it is ensured that the academic criteria derived from the mission of the university educational institution have been achieved in accordance with the corresponding criteria, whether locally or globally (Scientific Supervision and Evaluation Authority, 2020: 2).
- C- Theoretical definition: - It is that council that works to raise the level of performance of the educational group colleges in Iraq by updating and developing the information of its employees in order to keep pace with the rapid global developments in the field of specializations, and to promote excellence and educational leadership of high quality by improving the preparation of professional educators.

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- D- Procedural definition: - It is the total score that the Iraqi National Council accreditation criteria for improving the quality of education will obtain on the questionnaire prepared by the researcher from the point of view of the college members.
- 2- The group of educational colleges: The researcher defined them as those colleges that are concerned with teaching students methods of teaching, and provide him with educational field experiences that are useful in his practical professional life.

Theoretical framework

A- The concept of academic accreditation

The concept of accreditation has received many different opinions about the development of a specific concept for it, the concept of accreditation in Europe differed from it in the United States of America, and the concept of accreditation differed in other countries, so it was used in unclear ways and contexts, as the word accreditation in English means recognition or acceptance of the scientific level of an institution and its recognition by an external body, and academic accreditation is the process of external evaluation of quality, which is used by education in order to achieve quality assurance and improvement in educational institutions' programs, it refers to the extent of the processes that are used to ensure that educational institutions at all levels operate within the framework of quality criteria, which aim to improve the quality of inputs, processes, outputs, management and services provided. (Dill & Williams, 1996: 24)

Accreditation is the main outcome and output of the evaluation process, which is determined in recognition by an international body that grants a license to the educational institution, through which it can carry out its work, it may focus on professional or institutional accreditation, or accreditation of a study programme, and accreditation is based on the application of a number of criteria that are agreed upon, and also refers to that continuous process of evaluation and review, which enables the institution to work in light of a set of specific criteria, the International Encyclopedia of Higher Education defines accreditation as "the public recognition of a school, institute, college, university, or a specialized study program that meets certain officially recognized educational qualifications and criteria, recognition includes an academic evaluation of acceptable quality for educational institutions or programs, with the aim of constantly developing and encouraging the better for these programs" (Hussain, 2006: 172-174).

Academic accreditation is referred to as "recognition that a particular educational program or educational institution reaches a specific criteria level, it is an incentive to improve the educational process, as it does not aim to categorize or arrange educational institutions, but rather is to confirm and encourage the educational institution to acquire a distinctive personality and identity, based on a system of basic criteria that guarantees an agreed amount of quality, as it is not only concerned with the final product of the educational process, but it is equally concerned with all aspects of the educational institution and its components (Walker, 1993: 305)

B- Deming's theory of quality management:

Founded by the scientist and mathematical engineer, Dr. Edward Deming (Edwards Deming, 1993), he indicated the necessity of universities applying four total quality criteria, which he emphasized through their application of their importance when universities exercise their responsibilities through the continuous development of the educational process based on scientific methods of communication and relationships between members the college and students,

and between them and the senior management, which plays a prominent role in the success of total quality (Cloke & Goldsmith, 2002: 56)

Deming is considered one of the scholars whose ideas have received attention from many public and private universities in Arab and Western countries, as he is the most important pioneer of the modern management philosophy, which is called: Total Quality Management; It records his great role and clear impact in bringing about a qualitative shift in Japanese administrative systems during the fifties of the last century, by approving a set of ideas represented in five important areas: the fourteen principles of quality, the seven deadly diseases, the nineteen obstacles, the new climate, and the deep knowledge system (Mahjoub, 2003: 37).

Despite the importance of these five ideas and their role in the development of administrative systems and the improvement of their outputs, many of the contemporary administrative and educational systems of the contemporary world have given special attention to Deming's Fourteen Principles, due to their importance in confronting administrative problems that Deming called: deadly diseases, reducing the obstacles that limit administrative development, providing an administrative environment full of vitality and activity, and other ideas that Deming stressed the importance of. In view of this importance of Deming's fourteen principles, universities have given them a clear interest in application and practice (Zaqzouq, 2008: 46).

Deming has set five goals when applying the principles of total quality in the field of higher education, which are:

1. Determine the goal of improving service and production.
2. Adopting a new philosophy.
3. Stop relying on inspection to achieve quality and replace it with statistical methods.
4. Continuity in improving all operations on a continuous basis.
5. Reducing the procedures that require the achievement of a specific result from each employee individually and focusing on the formation of team behavior (Al Jaf, 2008: 27).

Deming asserts that the lack of interest in applying the principles of total quality in the field of higher education, will push the educational system to thousands of graduates into the battlefield of life, revealing the weakness of their knowledge, the low basic skills and their ability to adapt to the reality of life, which is followed by many practical and professional difficulties (Arcaro, 2001: 64). His model contains (14) principles, seven positive and seven negative principles, all of which constitute a general framework that organizations can use in order to develop a model of their own, and the following is a presentation of the steps of this model: -

1. The institution adopts a new philosophy that is formulated in the form of a message that is circulated to everyone who works at the university.
2. It adopts a policy of development and improvement that raises the challenge and competition.
3. Enhancing the good relationship with the learner and college members.
4. Focusing on the process of continuous learning and training to include all categories of university employees.
5. Moving away from the idea of the end justifying the means (profit by any means).
6. Stopping the evaluation policy based on judgment only.
7. Seeking to establish cooperation among university employees.
8. A radical change in the organizational structure of the institution to allow the application of the principles of total quality (Al-Najjar, 2003: 218).

C- Previous Studies

First- (Jamil, 2016) Study:

Entitled (requirements for academic accreditation from the point of view of Iraqi expatriate teachers and its impact on enhancing the strategic performance of higher education institutions - field research) the study was conducted in

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Iraq, and aimed to know the requirements for academic accreditation from the point of view of Iraqi expatriate teachers, the research sample consisted of (150) expatriate teachers, and to achieve the objectives of the research, the researcher adopted the descriptive analytical approach to the topic and problem under research, on the theoretical side of the research, the researcher relied on studies and research related to academic accreditation and strategic performance, as for the practical aspect of the research, the researcher used the questionnaire, which includes a set of criteria for academic accreditation, numbering (20) criteria, in order to obtain the results of the research, the statistical program (SPSS) was relied on and the validity of the hypotheses was tested, the results revealed that the percentage of application of the academic accreditation criteria does not exceed its application (41%), which is a very small percentage. In the end, a set of conclusions were reached, a set of recommendations and proposals were developed for it that could be implemented in order to improve the work of Iraqi higher education institutions (Jamil, 2016).

Second- (Al-Ajeiz, 2006): entitled **(Personal and Academic Traits of College Members in the Light of Accreditation and Quality Assurance Criteria for Higher Education in Colleges of Education in Palestinian Universities)**.

The study was conducted in Palestine, and aimed to identify how college members in the colleges of education in Palestinian universities are evaluated in light of the criteria of the accreditation and quality system adopted by the Palestinian Ministry of Higher Education since (2003). And also identify the difference between accreditation and quality assurance in university education.

The research sample consisted of (300) teachers, and the researcher adopted the indicators of the Public Authority for Higher Education in Palestine, which amount to (11) criteria as a tool for research, and used these criteria to judge the suitability of Palestinian university programs to the performance criteria of college members in the light of those criteria and indicators, after analyzing the sample answers, the results showed the crystallization of several criteria showing the extent of the university professor's success in improving his performance by enjoying the personal and academic components, which show many qualities, the most important of which are: personal qualities, social and leadership qualities, academic and skill qualities (Al-Ajeiz, 2006).

Research procedures

First: Research Methodology: The current research relied on the descriptive approach, which is one of the scientific research methods that aims to reach a set of results about the phenomenon or problems studied, in order to help its future planning (Al-Qassas, 2007: 22).

Second: Research community: the research community means the total group of elements that the researcher seeks to generalize the results related to the problem studied (Al-Nouh, 2004: 81).

The current research community consists of the teachers of the Iraqi universities located in the Iraqi universities (Baghdad, Al-Mustansiriya, Al-Iraqiya, Babylon, Tikrit, Diyala, Samarra, Maysan, Basra) who are affiliated with the educational colleges, and their number is (5578) by (2986) male teachers, and (2592) My teacher is female.

Third: Research Sample: The research sample consisted of: -

1- **The exploratory sample (Sample Pilot):** The researcher applied the research tool to an exploratory sample consisting of (30) male and female teachers, who were randomly selected from (3) universities, namely (Baghdad, Al-Mustansiriya, Al-Iraqiya), by (15) male teachers, And (15) female teachers, and the researcher used the exploratory sample to codify the two research tools by checking their suitability when applied to the research sample (discrimination sample).

2- **- Sample Discrimination:**

The statistical analysis sample consisted of (300) college members who were withdrawn from the research community, the researcher applied the research tool to it to extract the coefficient of discrimination, validity and stability of the tool.

3- Measurement sample:

The sample means a model that constitutes a part or part of the units of the society concerned with the research that is representative of it, bearing its common characteristics, and this model or part enriches the researcher to study all the units and vocabulary of the original society (Qandalji and Al-Samarrai, 2009: 255), in order to obtain a representative sample of the current research community, it is required to choose it in a scientific and accurate manner, and to be representative of the research community, taking into account its features and characteristics, the method of selection, and the degree of credibility when applied to an actual degree (Badr, 1978: 224).

The research sample consisted of (300) teachers, by (150) male teachers and (150) female teachers, who were withdrawn from (35) of the colleges affiliated with the Iraqi universities specified in the current research, and the researcher used the simple random sampling method when Choosing the research sample because the random sample represents the study population as close as possible.

Steps for building an academic accreditation criteria tool in Iraqi universities:

- A- **Planning for the tool:** After the researcher was briefed on the national institutional accreditation criteria for higher education institutions in Iraq, and in order to achieve the objectives of the current research in measuring them among university teachers, and due to the lack of a tool that fits the characteristics of the category, the researcher reviewed a group of previous Iraqi studies on this subject, and did not find Any suitable tool, then the researcher presented the items of the tool to the experts to judge its validity in measuring the phenomenon to be studied by university teachers.
- B- **Drafting the items of each field:** This rule is one of the main steps to be followed when needed in building any scale (Al-Rawi, 1986: 47). Composed of (8) areas that the researcher considered, according to the national institutional accreditation criteria for higher education institutions in Iraq, that they measure the current phenomenon, which are: - (The effectiveness of the academic program in the scientific department: which consisted of (22) items, measurement and evaluation programs: which consisted of (8) items, partnership with schools: it consisted of (7) items, college members: consisted of (8) items, Scientific research: It consisted of (7) items, Governance and administration: consisted of (13) items, Financial and material resources: consisted of (21) items, Students: consisted of (10) items.

In order to adopt the tool in the current research, the following was followed: -

- 1- **The method of constructing the scale:** The Likert method was adopted in building the tool, which is one of the methods used in constructing scales in the field of education and psychology (Mehrens & Lehmann, 1984: 241), it was put five alternatives, namely: (strongly matched, a lot matched, sometimes matched, slightly matched, badly matched).
- 2- **Validity of the items of the tool (apparent validity):** to identify the apparent validity of the items of the tool (national institutional accreditation criteria for higher education institutions in Iraq), it was presented in its initial form to a group of experts specialized in the field of education and teaching methods, whose number reached (20) experts, as the researcher has provided an accurate definition of the concept of academic accreditation criteria and its eight areas that comprise it, the experts were asked to judge the validity of the items, support their suitability for the field to which they belong, or transfer them to another field, and by analyzing the experts' answers, and using the two equations (chi-square and percentage), the following was done:
 - A- Maintaining the items that obtained a percentage of (80%) degrees or above, and the value of a square as any that is higher than (3.84) degrees.

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B- Taking the experts' opinions into account, as the researcher deleted the items that needed that, while modifying the items that were referred to by them, and thus the researcher was able to achieve the apparent validity of the items of each field, and thus the tool included the following:

1. The first field (the effectiveness of the academic program in the scientific department): in its final form, it consists of (19) items.
2. The second field (measurement and evaluation programs): in its final form, it consists of (6) items.
3. The third field (partnership with schools): in its final form, consists of (5) items.
4. The fourth field (college members): in its final form, consists of (7) items.
5. The fifth field (scientific research): in its final form, it consists of (5) items.
6. The sixth field (governance and management): in its final form, consists of (7) items.
7. The seventh field (financial and material resources): in its final form, consists of (15) items.
8. The eighth field (students): In its final form, it consists of (7) items.

Accordingly, the items of the tool in its final form consisted of (71) items.

- 3- **Correction of the tool:** The answers of the sample to the items of the search tool were corrected by five weights (5, 4, 3, 2, 1), and thus reached the highest degree that the sample members could obtain on the tool (355), the lowest degree (71), and a hypothetical average Its value is (213), that is, the tool was corrected on the basis of (71) items, and the scores were given to respond to the items in light of the sample members' choices for one of the five alternatives.

Third: Analysis of the items of the research tool: For the purpose of obtaining data according to which the item is analyzed to find out its discriminatory power, in order to prepare the scale in its final form in line with the characteristics of the studied society and the objectives of the research, the researcher applied the tool to a sample of discrimination amounting to (300) male and female teachers, in analyzing the items, the researcher adopted the method of the two extreme samples, and after correcting the (300) sample forms according to the given weights, the scores of the sample members were arranged in descending order from the highest degree to the lowest degree, and the higher percentage (27%) was chosen, which was called the upper group and (27%) the lowest, which was called the lowest group, and thus two groups were identified with the largest size and maximum possible differentiation.

Accordingly, the researcher used the T-test for two independent samples to test the significance of the difference between the average scores of the upper and lower groups on each item of the tool, as the number of individuals in both groups was (81) teaching, and thus (162) forms were subjected for the purpose of conducting an analysis of the items of the tool (discrimination coefficient), and after this procedure it was found that:

- 1- The first field (the effectiveness of the academic program in the scientific department): Items (6, 10, 17) have been deleted.
- 2- The second field (measurement and evaluation programs): Items (2, 5) have been deleted.
- 3- The third field (partnership with schools): No item has been deleted.
- 4- The fourth field (college members): Item (4) has been deleted.
- 5- The fifth field (scientific research): Item (5) has been deleted.
- 6- The sixth field (governance and administration): Items (5, 7) have been deleted.
- 7- The seventh field (financial and material resources): Items (3, 9, 12, 14) have been deleted.
- 8- The eighth field (students): Item (3) has been deleted.

As its calculated values were less than the tabular t-value at the degree of freedom (160), the level of significance (0.05) and the tabular value (1.96), and thus the search tool consisted of (57) items,

Fourth - Indicators of validity and stability:

1- **Validity:** It means the extent to which the scale scores are analyzed based on the psychological structure of the phenomenon to be measured in any study (Stanley & Hopkins, 1972: 111) this was achieved by extracting the following: - (the relationship of the item with the total degree of the tool, the relationship of the item with the degree of the field to which it belongs, the relationship of the field with the total degree of the tool).

In light of these indicators, the items that showed good correlation coefficients with the total score were kept, and the current tool was considered to be structurally valid according to these indicators (Anastasi & Urbina, 1977: 126). Each item and the total score, and the score of each field in the total score of the tool,

The significance of the correlation was examined and it was found that all of them were significant at the significance level (0.05), the degree of freedom (298), and the value of the tabular t-correlation coefficient (0.098).

2- **Stability:** The stability of the National Council accreditation criteria scale has been extracted in several ways, namely: -

1- **Half-part method:** This method is based on calculating the correlation coefficient between the scores of the two halves of the test after dividing the items into odd and even items, by calculating the stability in this way, the researcher obtained a correlation coefficient of (0.873) before correction, and after correcting it with the Spearman-Brown coefficient, the stability became (0.930). (Al-Shayeb, 2009: 105).

2- **Alpha Cronbach method:** - This method is based on calculating the correlations between the scores of all items of the tool based on the fact that each of the items is a self-contained tool, and the stability coefficient indicates the consistency of the performance of individuals, i.e. homogeneity between the items of that tool (Awda, 2000: 254). The stability was calculated in this way on the discrimination sample of (50) teachers, as the stability coefficient on all items as a whole was (0.896).

View and discuss results

First: the results are presented and discussed

The first objective: (the extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the point of view of the college members).

After the researcher applied the research questionnaire to the research sample amounting to (300) male and female teachers from the colleges of Iraqi universities, this goal was achieved by statistically processing the data for the sample members, as the arithmetic mean of the sample was (79.233) and the criteria deviation was (13.0652), and a hypothetical average of (78) , after using the t-test for one sample (T-test), it was found that the calculated T-value for the response of the sample members was (1.635), which is smaller than the tabular t-value at the significance level (0.05) and the degree of freedom (299) of (1,960), which means there are no statistically significant differences between the sample mean and the hypothetical average, and this indicates that my teachers do not apply the academic accreditation criteria, and table (1) shows this.

Table (1) the value of the t-test for the response of the research sample members to the research questionnaire

Sample volume	Arithmetic average	Criteria deviation	Hypothetical mean	T-table value		(0.05) Indication level at
				Calculated	Tabular	
300	79.23	13.07	78	1.635	1,960	Not function

The current result can be interpreted on the theoretical framework that academic accreditation is an optional process that is carried out on a self-initiated initiative by the college, university or scientific department, to evaluate its

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performance by non-governmental bodies that enable them to achieve high levels of performance by setting it for a certain period of time, during which that college or university can or the scientific department to achieve the desired goals in accordance with the criteria of those organizations or non-governmental bodies through careful review of its programs, and verification of their compliance with the conditions and criteria of accreditation, and then the public verifies the knowledge of the academic professional level of that college, university or scientific department and the degree of its consistency with international accreditation criteria .

The second objective: (the extent to which the Iraqi National Council accreditation criteria are applied to improve the quality of education in the colleges of the educational group from the point of view of the college members according to the gender variable (males - females)).

The results indicated that the average score of the (male) teachers on the research questionnaire was (79.213) degrees, with a criteria deviation of (13.3122) degrees, in comparison with the average score of the (female) teachers on the same scale, it was (78.200), with a criteria deviation of (12.5911). After using the T-test for two independent samples to identify the significance of the differences between the two types, it turns out that there are no statistically significant differences between the two types, as the calculated value reached (0.677) degrees, which is smaller than the T-table value of (1.96) at the level of significance (0.05) and the degree of freedom (298). As shown in Table (2).

Table (2) results of the t-test for the significance of the differences between the arithmetic averages of the sample members according to the type variable

Gender	Sample volume	Arithmetic average	Criteria deviation	Degree of freedom	T-table value		(0.05) Indication level at
					Calculated	Tabular	
Male	150	79.21	13.31	298	0.677	1,960	Not function
Female	150	78.2	12.59				

The current result can be explained according to the theory of the theoretical framework, which confirmed that many studies have indicated the importance of applying the principles of Deming's theory in total quality management in colleges and departments of educational sciences in universities, as it is one of the most important modern administrative methods that have had great success in improving the performance of many of work institutions, both public and private, in many developing countries,

Second - Conclusions: After the researcher obtained the results of the research, she presented the following conclusions:

1. The research sample does not apply the academic accreditation criteria of the Iraqi National Council in Iraqi universities.
2. There is no effect of gender in the application of the criteria of academic accreditation of the Iraqi National Council in Iraqi universities.

Third - Recommendations: The researcher also recommended the following:

- 1- Increasing interaction between college members and the direct official through holding meetings and holding seminars.

- 2- Encouraging college members to apply academic accreditation criteria through active participation in the decision-making process at the university.
- 3- Awareness of college members of the importance of applying international accreditation criteria in order to get rid of problems and difficulties that they may face while teaching.
- 4- Raising the awareness of college members of the commitment to apply the criteria of academic accreditation in order to achieve global leadership.

Fourth - Suggestions: The researcher made the following suggestions:

1. Conducting a study aimed at knowing the relationship of organizational silence with critical thinking among university teachers.
2. A comparison between the criteria of accreditation of the Iraqi National Council to improve the quality of education in the colleges of the educational group and the criteria of international academic accreditation.
3. Knowing the reality of the education system in some universities that are included in the international classifications.

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