

The level of application of admission criteria for postgraduate students specializing in teaching methods in Iraqi universities

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Abstract:

Enrolling in graduate studies is the best haven for students who seek to increase their scientific and professional development, as some students have a desire to continue their academic path in order to obtain a scientific degree such as a master's and doctorate diploma, and what applies to the teaching profession also applies to most other professions whose owners wish to raise their competencies and scientific capabilities by seeing the latest findings of scientific research within their specialized field, as well as for obtaining various scientific degrees. And that the failure of higher education institutions to choose the scientific and mental qualifications of their students to join the postgraduate program, especially in the specialization of teaching methods, leads them to keep pace with regressive scientific backwardness, instead of keeping pace with scientific progress based on the foundations of comprehensive quality standards, this requires universities, especially Iraqi universities, to submit their educational systems in the field of postgraduate management to continuous updating that is in line with international academic accreditation standards.

In order to find out the extent to which the criteria for accepting students are applied in graduate programs specializing in teaching methods, the researcher set two aims:

1. The extent of applying the criteria for student admission to the postgraduate programs of Iraqi universities "Teaching Methods specialization" in the colleges of the educational group from the point of view of the college members.
2. The extent to which students' acceptance criteria are applied in the postgraduate programs of Iraqi universities "Teaching Methods specialization" in the educational group's colleges from the viewpoint of the college members according to the gender variable (males - females).

In order to achieve the objectives of the research, the researcher adopted the Iraqi standards of the Ministry of Higher Education related to the admission of students within the graduate studies program in the specialization of teaching methods, as he formulated (72) items divided into (5) fields, the researcher also pulled a sample of university teachers from the teaching methods specialization to answer the items of the tool, their number reached (300) teaching and teaching, and the researcher resorted to achieving the psychometric properties of the research tool from the validity and reliability coefficients. After analyzing the answers of the sample members, the results of the research revealed the following:

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1. The research sample applies the Iraqi academic accreditation standards for the graduate admission program, specializing in teaching methods.
2. There is no effect of gender in the application of the Iraqi accreditation standards for graduate admission programs specializing in teaching methods from the viewpoint of university teachers.

Keywords: postgraduate admission criteria; teaching methods; Iraqi universities.

Research problem:

The university is one of the necessary educational institutions for any society, as it contributes to the development of society and the development of its civilization and advancement through its intellectual, creative and scientific influence on the fields of work and production, institutions of higher education are considered one of the sensitive fields for any nation, because working to create the individual is a crucial issue for any nation that strives to plan carefully to prepare its future according to a long-term scientific vision, especially in light of the major transformations the world is facing in various fields of life (Khadna, 2009: 10). And because the role of the university is focused on developing and developing the wheel of scientific progress in any society, so it aspires to raise the scientific level of its members within its educational institutions, including graduate students, because they represent the scientific outputs of the progress of countries, just as they prepare the main candidates to be university professors in the future, higher education institutions must correct their view on them so that they can complete their academic studies according to higher levels to lead their societies so that they become productive, educated and research projects (Al-Sudairi, 2016: 22).

Enrolling in higher studies is the best haven for students who seek to increase their scientific and professional development, as some students have a desire to continue their academic path in order to obtain a scientific degree such as a master's and doctorate diploma, what applies to the teaching profession also applies to most other professions whose owners wish to raise their competencies and scientific capabilities by looking at the latest findings of scientific research within their specialized field, as well as in order to obtain various scientific degrees (Awad Allah, 2004: 18). Just as the failure of higher education institutions to choose the scientific and mental qualifications of their students to enroll in the graduate studies program, especially in the specialization of teaching methods, leads them to keep pace with the backward scientific backwardness, instead of keeping pace with scientific progress based on the foundations of comprehensive quality standards, and this is what is required of universities, especially Iraqi universities, including the subjection of its educational systems in the field of postgraduate management to continuous updating that is in line with the international academic accreditation standards for its entry into the international classification, including the Shanghai classification, and this has led to a weakness in the application of admission criteria for graduate studies, including the specialization of teaching methods in Iraq (Al-Taie et al., 2013: 67).

Hence, the researcher's sense of the problem of research came to find the difficulties facing Iraqi universities in the field of applying programs to accept students in postgraduate studies, and to search for the reason for not classifying higher education institutions in Iraq from the international academic accreditation standards within the Shanghai classification.

Therefore, the research problem can be summarized by presenting the following question:

Do the colleges in the educational groups in the specialization of teaching methods have an advanced level in the application of international accreditation standards for the quality of academic education in their institutions?

Research Importance:

Postgraduate programs, especially in the specialization of teaching methods, represent one of the basic rules for the development of higher education and scientific research, as it shows its important role in how to prepare the manpower that contributes to the implementation of development plans in all its fields. If higher education is generally described, it is considered a national investment; The postgraduate programs can be on top, but they are more complex in their implementation and difficult to choose their students, and the failure to implement them is considered a severe bankruptcy from a material and moral point of view that may not be equivalent to another failure on both sides (Al-Bustan, 2000: 69).

Graduate students are considered an important academic category within the university community, not as a result of their large number; Rather, they are considered a basic and sensitive stage of study for society as a whole. They will form the cadres, human skills and academic leaders that the university provides to the various production and service institutions in the future, the importance of graduate students also highlights the fact that the provision of higher education programs depends on the development of several elements, including the preparation of students Postgraduate studies are highly experienced and efficient, they are, although they are made by the university, but they are considered a segment that will later contribute to its development and formation of its frameworks in an integrated formative cycle (Khadna, 2009: 13). It is unfortunate that Iraqi society today suffers from intractable problems in the process of selecting competencies and skills for admission to graduate studies, especially in the specialization of teaching methods, and there is a question that arises: Is it true that the students who were chosen are the best among their peers? This question seemed to dominate the minds of many college members who tried to find the reasons that led them to choose these students, was the reason the result of the wrong choice, or the result of ill-studied acceptance conditions (Al-Taie et al., 2013: 71). (Al-Nour, 2016) indicates that Iraqi universities obtaining international rankings, including the Shanghai classification, are of great importance in the path of developing the performance of higher education institutions, which should coincide with the needs of globalization and the requirements of the knowledge society, the classification provides accurate indicators about the global position of universities, and thus contributes to helping students choose the universities they wish to study within its various specializations, especially the field of specialization in teaching methods (Al-Noor, 2016: 72).

As a result of the lack of studies that dealt with academic accreditation standards in Iraqi universities for graduate admission programs in the specialization of teaching methods, the researcher found the importance of shedding light on the current topic, to understand the differences that distinguish them.

Research Objectives: The current research aims to identify:

- 1- Extent of applying the criteria for student admission in the postgraduate programs of Iraqi universities “Teaching Methods specialization” in the colleges of the educational group from the viewpoint of the college members.
- 2- The extent to which students’ acceptance criteria are applied to the postgraduate programs of Iraqi universities “Teaching Methods specialization” in the colleges of the educational group from the point of view of the college members according to the gender variable (males - females).

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Research limits: The current research is limited to the following fields:

- 1- **Objective limits:** the postgraduate programs of Iraqi universities "specializing teaching methods" in the colleges of the educational group.
- 2- **Human limits:** college members.
- 3- **Spatial limits:** Iraqi universities (Baghdad, Al-Mustansiriya, Al-Iraqiya, Babylon, Tikrit, Diyala, Samarra, Maysan, Basra).
- 4- **Time limits:** the academic year (2020-2021).

Defining terms: The researcher defined the variables related to his research, and my agencies:

1- Postgraduate programs, defined by:

A- (Ministry of Higher Education and Scientific Research, 1994):

They are those programs that include the admission of students in the stages of study that follow the stage of the student obtaining a bachelor's degree, they are divided into stages, starting with the high diploma, then the master's, and then the doctorate, and they are subject to criteria and conditions for admission and competition, and for the various humanitarian and scientific disciplines, the student passes first the preparatory year, then the research year for the higher diploma, then the referendum for this preparatory year (Ministry of Higher Education and Scientific Research, 1994: 12).

B- Procedural definition: The graduate programs procedurally are defined as the total degree that you will obtain by answering the college members in the field of teaching methods to the three questionnaires prepared by the researcher in the current research.

2- Teaching methods, which were known by all of -

A- (Ahmed, 2006): "It is a set of executive and planning steps and procedures that the teacher takes in the classroom to achieve specific goals, and to know those educational outcomes through the evaluation process, which are often centered on the methodological system of the lesson or unit under study" (Ahmed, 2006: 34).

B- (Atiya, 2008): All aspects of the activity carried out by the teacher to help students achieve the desired change in their behavior and then acquire a set of knowledge, information, skills, habits and desired values, thus, they are interconnected and sequential procedures that the teacher plans in advance in order to achieve the teaching-learning process (Atiya, 2008: 26).

The concept of postgraduate studies

(Al-Khuwait, 1991) indicates that the term postgraduate studies refers to the Latin word "post" which means next, and the word "postgraduate" which means after graduation, and they are related to the term postgraduate studies, through it, the university student pursues a master's and doctoral studies, so it is the university stage that follows the initial studies, as graduates who obtain one of the two degrees join it to obtain higher scientific degrees; It is a natural extension of the different university study subjects at a higher level and a narrower specialization that allows for more in-depth and more accurate knowledge (Al-Khuwait, 1991: 37). As (Othman and Hazin, 1996) confirms that postgraduate studies are a tool for scientific research that strengthens the development movement, and represents the means based on scientific foundations for the development of the scientific personality capable of facing societal problems and solving them using knowledge assets and multiple research methods, and the progress or lag of

nations in various Fields of modern life over the employment of graduate studies as a house of scientific and technical expertise and a base for innovation (Othman and Hazin, 1996: 18).

The postgraduate studies, according to the viewpoint of (Al-Hashemi, 2006), study in general, and educational ones in particular, are important in being one of the basic elements of the university system, and they are an important part that completes the mission of the university in any society, as it gives the university its distinction and its legacy in all scientific circles, and the accredited academic graduate studies and courses are among the most important human studies because it prepares cadres of academics and specialists in their delicate fields according to modern data (Al-Hashemi, 2006: 66). (Zaki, 2009) confirms that it is the stage that follows the first university stage, in which the student studies a set of scientific courses, in addition to conducting research and fulfilling its requirements for obtaining a scientific degree represented in a master's and doctorate, the requirements for granting these degrees differ from one university to another and from one college to another (Zaki, 2009: 25).

(Al-Soufi, 1998) adds that graduate studies programs provide countries and societies with thinkers and scholars who make an effective contribution to the production, transmission and development of scientific and cultural heritage, these programs contribute to the development of scientific research and the transfer of human knowledge, and help meet the needs of universities for specialized teaching staff (Al-Soufi and Al-Hudaybi, 1998: 69). This indicates that the main purpose of graduate studies is to research the various problems of society, and then analyze these problems and provide appropriate solutions to them, these are the same tasks adopted by scientific research centers, in fact, graduate studies in universities are the basis for various research centers because of the training and qualification they provide to researchers, and their huge potential for the service of scientific research (Awad, 2005: 64).

Postgraduate Admission Criteria

Developed countries pay special attention to achieving academic quality and accreditation standards for universities and higher education institutions, because of their conviction that they bear the primary responsibility in preparing and qualifying their generations to meet the challenges of the age, and because of their belief that what is required is a new type of "education." , education that prepares the individual and society for the realities and dynamics of the era of the technological and knowledge revolution, which has become the most important characteristic of the twenty-first century, it is a revolution that depends on advanced scientific knowledge and the optimal use of flowing and multiplying information (Sabri, 2009: 149).

In light of this, most Arab and international universities seek to deliver postgraduate programs in light of the reality of academic accreditation standards and quality requirements, while comparing them with the experiences of some developed countries according to specialized and diverse fields, for this reason, most countries tried to formulate some conditions and rules in their academic programs for accepting students in graduate studies, because they found themselves responsible for formulating specific directions and foundations for academic accreditation standards for programs for accepting students in graduate studies in line with international standards approved in excellence, leadership and quality in higher education. (Khurshid and Yusef, 2009: 42). Therefore, we find that most universities in the countries of the world adopt specific conditions for those who apply to join them for admission to these programs, most notably the prior scientific qualification, passing some tests of readiness and mental abilities, submitting recommendation or experience certificates, passing a number of written, oral or performance tests,

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passing a personal interview, and proficiency in a foreign language. Methods for selecting students to include the quality of the first university degree and the applicant's personal qualities, as for the academic degrees granted in postgraduate programs, they vary to include postgraduate diplomas, and their duration is usually one academic year with courses of an academic or applied nature, and joining them requires obtaining a first university degree, the other type is a master's degree, which is the degree that precedes a doctorate degree and requires access to a first university degree, and sometimes a high diploma in the field of specialization is required, it offers high-level academic courses in addition to training in scientific research and presenting a thesis or thesis that is distinguished by its novelty and originality. As for the Ph.D., students who hold a master's degree apply for it (Al-Otaibi, 2000: 32-33).

Teaching methods concept

Postgraduate degrees are an important part of graduate programs due to the large number of educational programs offered by most universities, among the educational programs, the curriculum and teaching methods are distinguished due to the multiplicity of sub-disciplines and because it includes most branches of knowledge and methods of teaching science and methods of teaching mathematics (Darwaza, 2000: 178). (Tamam, 2004) believes that curricula and teaching methods are the method or methods chosen by the teacher to help his students achieve behavioral educational aims, it constitutes a set of scientific procedures and activities that occur in the classroom by the teacher who teaches a specific subject, aiming to communicate information, facts and concepts to students (Tamam, 2004: 73). As for (Al-Shafi'i and others, 1996), it refers to the set of steps that the teacher plans during the lesson; To transfer the desired information, skills and attitudes to the learners and share them with the least effort, the shortest time and the least cost (Al-Shafi'i et al., 1996:331).

(Salim and Al-Halabi, 1998) mentioned that it includes what the teacher follows of sequential and interrelated steps to achieve a specific educational aim or set of aims, then it represents the means, methods and procedures used to organize the interaction of students in educational situations to gain educational and educational experiences related to the objectives of physical education for each stage (Salim and Al-Halabi, 1998: 37).

Admission Criteria for Teaching Methods Major in Postgraduate Programs:

Achieving academic quality aims to find appropriate ways to convince governments and investors that higher education institutions are doing a good job and efforts are being made to ensure the quality of education and its outputs based on various indicators that include improving, reforming, raising the level of teaching and the educational process as a whole, developing and increasing scientific research, raising the capabilities of graduates, and updating standards accreditation, and its performance measurement compared to distinguished academic institutions (Sabri, 2009: 149). The quality of academic accreditation is what led universities to determine the admission requirements for graduate programs according to the type of students that the university attracts to belong to. With the presence of many universities, the process of attracting students with abilities and good achievement means their success in achieving more quality academic levels. What represents the distance between the entry and graduation points is often related to students' competencies and abilities for admission to graduate programs. The quality mainly lies in the diversity of the main and sub-specialties, the comprehensiveness and depth in the program, the novelty of the content, the method of organizing programs, requirements and courses, and the harmony

between diversity in determining the scientific specializations related to the objectives of the admission programs in graduate studies, including the specialization of teaching methods with the policy and objectives of the university on the other hand (Yaghi, 2008: 47).

As is known to most universities in different countries, the graduate studies programs try to provide their societies with thinkers and scholars who make an effective contribution to the production, transmission and development of scientific and cultural heritage. These programs contribute to the development of scientific research and the transfer of human knowledge, and also contribute to meeting the needs of universities from the teaching staff specialized in the field of curricula and teaching methods, and accordingly, the issue of developing the quality of university education in the postgraduate stage, especially the acceptance of students in the specialization of teaching methods and striving towards improving their level, raising their efficiency, controlling the cost of that specialization and its proper investment, has become one of the main issues raised in our contemporary world in response to the challenges of the rapid change in the aspects of economic and social life, and the flow of knowledge as a result of scientific progress and its academic and technological applications (Al-Otaibi, 2000: 62).

Previous studies:

- 1- Study of (Al-Manea, 2018): entitled (The ability of graduate admission criteria in the Department of Educational Policies at King Saud University to predict the academic achievement of those accepted).

The study was conducted in the Kingdom of Saudi Arabia, and aimed to verify the ability of admission criteria for graduate students in the Department of Educational Policies at King Saud University to predict their academic achievement. The study also sought to introduce new criteria for admission to identify their ability to predict academic achievement, such as the university from which students graduated. and their previous specialization, the researcher used the documentary method by summarizing and classifying the data of graduate students in the department before they entered the graduate studies programs and after their graduation, the researcher also used the correlational method to find out the correlational relationships between the study variables. The study sample consisted of records of (77) male and female students, the results of the study, after analyzing the data, showed the following indicators:

1. The current admission criteria: the previous average, the written test, and the interview together contribute significantly to predicting the students' academic achievement level, and the interview criterion was the strongest among the criteria, while the previous average criterion was not statistically significant alone.
2. The study revealed that the criterion of the university from which the students graduated and the criterion of their previous specialization have no ability to predict academic achievement, and the results of the study indicated that there were statistically significant differences in the criteria for student admission due to the variable of practical degree (Masters, PhD), but the study did not reveal There are statistically significant differences in the acceptance criteria for students due to the gender variable (male, female). (Al-Manea, 2018).

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- 2- Study of (Al-Khuzaim, 2018): entitled: (Evaluation of the Master's Program in Curricula and Teaching Methods at Imam Muhammad bin Saud Islamic University from the point of view of male and female students).

The study was conducted in the Kingdom of Saudi Arabia, and aimed at evaluating Master's Program in Curricula and Teaching Methods at Imam Muhammad bin Saud Islamic University by identifying the male and female students' point of view. The sample consisted of (135) students, the study used the descriptive approach, and the questionnaire was the tool for data collection.

Among the most important findings of the study are the following:

- 1- The axis of the quality of teaching methods came in the first rank among the axes of the tool, and the axis of educational content in the second rank, and they are both at the high level. While the objectives axis came in the third rank and the evaluation methods axis in the fourth rank, and they are located in the middle level.
- 2- The study sample members' evaluation of the Master's Program in Curricula and Teaching Methods at Imam Muhammad bin Saud Islamic University came at the intermediate level.
- 3- There are statistically significant differences in the program evaluation due to the gender variable in favor of males.
- 4- There are no statistically significant differences in the program evaluation due to the variables: (type of study, specialization in the bachelor's degree, academic level). (Al-Khuzaim, 2018).

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 (Al-Qassas, 2007: 22).

Research Community:

The research community means the total set of elements that the researcher seeks to generalize the results related to the studied problem (Al-Nouh, 2004: 81). The current research community consists of all university teachers in the field of teaching methods in Iraqi universities (Baghdad, Al-Mustansiriya, Al-Iraqiya, Babil, Tikrit, Diyala, Samarra, Maysan, Basra) who are affiliated with the educational colleges and their number is (1321) by (744) male teachers and (577) female teachers,

The researcher obtained the research community from the Statistics and Informatics Department of the Ministry of Higher Education and Scientific Research, after obtaining a book to facilitate a task from the College of Basic Education at the University of Babylon.

Research Sample: includes the following:

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

Application sample: In order to obtain a representative sample of the current research community, it requires its selection in a scientific and accurate manner, and it is 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, with (150) male teachers and (150) female teachers, who were withdrawn from (35) colleges affiliated with the Iraqi universities specified in the current research.

Steps for adopting the Academic Accreditation Standards Tool for the Graduate Student Admission Program (Teaching Methods Specialization) in Iraqi universities

- A- Planning for the tool: After the researcher was briefed on the national institutional accreditation standards for higher education institutions in Iraq that are specified for the admission of postgraduate students, and in order to achieve the objectives of the current research in measuring them among university teachers, and for the lack of a tool that fits the characteristics of the category (to the knowledge of the researcher), he adopted items Those standards, and then presented them to a group of experts who specialize in teaching methods to judge their validity in measuring the phenomenon to be studied in Iraqi universities.
- B- Drafting the items of each field: - The researcher put the items of the current tool so that the total number of its items in its initial form was (72) items, and the tool was composed of (5) fields that the researcher saw, according to the criteria for accrediting graduate studies programs "specializing teaching methods", that it measures the current phenomenon, which is: - (The general conditions for submission and acceptance: which consisted of (20) items, the comparison between applicants: which consisted of (8) items, the added seats: which consisted of (9) items, the documents required for admission during the electronic application period: and consisted of (14) items, General provisions: It consists of (21) items.

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

- 1- **The method of constructing the scale: Likert** method was adopted in the construction of the tool, which is one of the methods used in building tools in the field of education and psychology (Mehrens & Lehmann, 1984: 241)), as five alternatives were put in it, which are (strongly matched, identically much, sometimes identical, matching slightly, strongly mismatched).
- 2- **Validity of the tool items (virtual validity)**: to identify the apparent validity of the items of the tool (criteria for accrediting postgraduate programs "specializing teaching methods in Iraqi universities"), in its initial form, it was presented to a group of experts in the field of teaching methods, numbering (20) experts, as the researcher provided an accurate definition of the concept of criteria for accrediting postgraduate programs, "the specialization of teaching methods and its five fields of which it consists. Using the two equations (chi square and percentage), items that obtained a percentage of (80%) degrees and above, and a square value of higher than (3.84) degrees, were retained, the experts' opinions were also taken into account, as the tool included, after the experts' opinions in each field, as follows: (The first field (general conditions for submission and acceptance): in its final form consists of (16) items, the second field (the comparison between applicants): in its final form consists of (6) Items, the third field (added seats): in its final form consists of (7) items, the fourth field (the documents required for admission during the electronic submission period): it shall be in its final form of (11) items, the fifth field (general provisions): it shall be in its final form Of (17) items, and accordingly, the items of the tool in its final form consist of (57) items.

Tool correction:

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The answers of the sample were corrected on the items of the search tool with five weights (5, 4, 3, 2, 1), thus reaching the highest degree that the sample members can obtain on the tool (285), the lowest degree (57), and a hypothetical average of (171), that is, the tool was corrected on the basis of (57) items, and scores were given to respond to the items in light of the sample members' choices for one of the five alternatives.

C- Analyzing the items of the search tool: -

For the purpose of obtaining data according to which the item is analyzed to find out its discriminatory power, with the aim of preparing the tool 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 (factor). discrimination), and after this procedure it was found that: (First field (general conditions for submission and acceptance): three (3, 5, 10) were deleted), the second field (the comparison between applicants): no item was deleted, the third field (added seats): Item (23) was deleted, the field Fourth (the documents required for admission during the electronic submission period): three (34, 38, 40) were deleted, the fifth field (general provisions) two items (42, 52) were deleted.

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

D- Indicators of honesty and reliability:

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 in the total degree were retained, and the current tool was considered structurally honest according to these indicators. (Anastasi & Urbina, 1977: 126), this kind of honesty has been achieved, Pearson's correlation coefficient was used to extract the correlation between the score of each item and the total score, and the score of each field with 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).

Stability: The stability of the search tool has been extracted in two ways:

- 1- **Retest method:** - In order to calculate the stability coefficient in this way, the researcher applied the scale to a random sample of (50) teachers, with (25) male teachers, and (25) female teachers, and after a period of time that reached (two weeks), the researcher applied The scale, with its 57 items, is on the same group on which the first test was applied, the correlation coefficient between the results of the two tests was calculated using the Pearson correlation coefficient in order to find the correlation between the first and second tests, and the reliability coefficient reached (0.832).
- 2- **Alpha Cronbach method:** - Stability was calculated in this way on the discrimination sample of (50) teachers, as the reliability coefficient on all items as a whole was (0.818).

Presentation and discussion of the results:

The first objective: (the extent of application of the criteria for student admission in the postgraduate programs of Iraqi universities, “Teaching Methods specialization” 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 of (300) male and female teachers from the colleges of Iraqi universities, this goal was achieved by statistically processing the data for the sample members, and after using the t-test for one sample (T-test), it was found that the calculated T-value for the answer of the sample members was (82,18), which is smaller than the tabular t-value at the level of significance (0.05) and the degree of freedom (299) of (1,960), Which means that there are no statistically significant differences between the sample mean and the hypothetical average, and this indicates that my teachers apply the academic accreditation standards, and Table (1) shows this.

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

Sample volume	Arithmetic average	Criteria deviation	Hypothetical mean	T-table value		Indication level at)0.05(
				Calculated	Tabular	
300	79.23	13.07	144	82,18	1,960	Function

The current result can be explained 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 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 standards of those organizations or non-governmental bodies through careful review of its programs, and verification of their compliance with the conditions and standards 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 standards .

The second objective: (the extent to which the Iraqi National Council accreditation criteria for a graduate program are applied to the specialization of teaching methods from the point of view of college members according to the gender variable).

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The results indicated that the average score of the (male) teachers on the research questionnaire was (79.213) degrees, with a standard 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 standard deviation of (12.5911). After using the T-test for two independent samples to identify the significance of the differences between the two types, we found that there were no statistically significant differences between the two types, the calculated value reached (0.677) degrees, which is smaller than the tabular T value of (1.96) when Significance level (0.05) and degree of freedom (298), as shown in Table (2).

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

Gender	Sample volume	Arithmetic average	Criteria deviation	Degree of freedom	T-table value		Indication)0.05(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 the colleges and departments of educational sciences in universities, as it is one of the most important modern administrative methods that have met with great success in improving the performance of many Work institutions, both public and private, in many developed and developing countries.

Conclusions: After obtaining the results of the research, the researcher presented the following conclusions:

- 1- The research sample applies the Iraqi academic accreditation criteria for the Graduate Studies Admission Program, specializing in teaching methods.
- 2- There is no effect of gender in the application of the Iraqi accreditation standards for graduate admission programs specializing in teaching methods from the viewpoint of university teachers.

Recommendations: The researcher also recommended the following:

- 1- Increasing interaction between college members and the direct official through holding meetings and holding seminars on presenting suggestions aimed at developing postgraduate programs, especially teaching methods.
- 2- Encouraging college members to apply the Iraqi, Egyptian and Saudi academic accreditation standards through active participation in the decision-making process at the university.

- 3- Educating college members about the importance of applying international accreditation standards in order to get rid of the problems and difficulties they may face while teaching.
- 4- Raising the awareness of college members to adhere to the application of academic accreditation standards in order to achieve global leadership
- 5- Attention to developing a supportive atmosphere for discussing work issues and problems in educational institutions.

Suggestions: The researcher made the following suggestions:

- 1- Conducting a study aimed at knowing the relationship of the application of academic accreditation standards to the success of graduate admission programs in all Iraqi universities.
- 2- A comparison between the standards of accreditation of the Iraqi National Council to improve the quality of education, especially in the colleges of the educational group, and the standards of international academic accreditation.
- 3- Determine the reality of the education system in the colleges of the educational group in Iraq.
- 4- Getting to know the reality of the education system in some universities that are included in the international classifications.
- 5- Determining the similarities and differences between the education system in Iraq and the systems of those universities.

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