

Evaluation of The National Council for Accreditation of Teacher Education (NCATE) Al-Taif University and The Middle East as Model

Amjad Daradkah

Meddle East University (MEU) School of educational Education studies, Amman, Jordan

E-mail: adaradkah@meu.jo

Khaled Al Osimi, Khaled M Hamadin

Al Taf University, school Of Education, khaledalosaimi1@gmail.com

E-mail: Khamaden72@yahoo.com

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Abstract

The study aimed to identify the degree of implementation of the quality of the performance of the faculties of education at the Universities of Taif and the Middle East in light of the standards National Council for the Accreditation of Teacher Education (NCATE) for the adoption of teacher preparation institutions from the viewpoint of faculty members. The samples were taken randomly, and the data source was from 93 (50%) of faculty members of the institution. The study results showed moderate application of the quality of the performance of the faculties of education at the Universities of Taif and the Middle East in light of the NCATE standards with a mean (2.91) and ranged averages between 2.69 to 3.13. This is done based on the qualities of performance such as professional development of faculty members; the diversity of learners and the sources of their learning; evaluation and correction; field education; and programs provided, respectively. There are statistically significant differences (≤ 0.05) between the average responses of the sample members of the two colleges of education at Taif and Middle East universities due to the variables (the university, and academic rank, years of experienced). Also, there were no significant differences related to gender differences. The study concluded that several recommendations, including: revision of the current teacher training in the faculties of education at the Universities of Taif and the Middle East commensurate with the standards. National Council

for the Accreditation of Teacher Education (NCATE) works on selecting outstanding school field training program.

Keywords: Accreditation, Standards, Teacher Education (NCATE) **Keywords:** Academic accreditation, National Council for the Accreditation of Teacher Education (NCATE), Accreditation criteria, performance

1. Introduction

There is no doubt about the importance and role of education in achieving progress and prosperity for human societies. Here, contemporary reality confirms that the educational competition between peoples and nations has become the main maker of all areas of progress knowledge, and technology. Also, the global changes that have taken place in the world in recent years have paved the way for the emergence of the knowledge society- **a society in which countries compete for having** the greatest amount of knowledge and information. In this study, it is confirmed that the one who produces knowledge is able to own it, and is therefore qualified to lead the world and determine its destiny

Madani (2002) pointed to the profound changes to the international and regional order in different fields, how to provide sufficient outputs for the labor market, and how to corroborate the essence of development of a system of academic accreditation to guarantee the continuous development in university systems (Madani, 2002).

Universities are at the forefront of institutions that aim to preserve the identity of the community and achieve its hopes and aspirations in a better life by providing opportunities for learning, and provide the labor market with qualified human resources in various disciplines. The preparation of the teacher is the most important of these tasks because the process of education is to ensure the continuation of the culture of society and civilization. Teacher is one of the main inputs to the success of education in achieving the educational process; which helps its goals and achieve its role in the development of life. Thus, this depends primarily on the type and level of preparation received prior to service. Furthermore, education reform begins and ends with the teacher. It not only helps to raise the level of the teacher scientifically, educationally and culturally in the success of the educational process, but also raises his efficiency (Ababneh, 2015, 767,).

2. Literature Review

2.1. Academic Accreditation

Global experiences in the quality of educational institutions have increased, and it aims to make judgments about the quality and accreditation of the educational services it provides. Al-Ghamdi (2012) stated that academic accreditation has become one of the latest trends in the world to ensure the improvement of education and its various institutions.

The issue of academic accreditation and management in university education has become one of the most pressing issues in the educational environment at all levels (Al-Otaibi & Al-Rabea, 2012, 560).

The academic accreditation helps to adopt a systematic global approach to evaluating, developing and improving the educational process at the university. In addition, it helps students and parents to choose colleges offering high quality education, as the faculties of education are interested in finding the teacher facilitators to teach its students, and those who are able to help them build the world's vision around them. Academic accreditation concerns continuous development of quality education to move beyond the concept of traditional

education to the concept of transformational education. Academic accreditation standards aim at improving the quality of inputs, processes, outputs, management and services provided, thus earning the Faculty of Education a distinctive identity. It also reassures the public that these programs are efficient in achieving their aspirations of which include: to obtain internationally qualified human resources from future teachers. Salam (2007) indicated that this was the criteria for academic accreditation as a measure for evaluating and measuring the quality of future teachers. Therefore, it ensures that the teacher of the future will acquire the minimum knowledge and skills (Abu Ala, 2016; Mishra, 2006).

The NCATE standards are one of the quality and academic accreditation institutions that operate according to certain standards. It is an abbreviation for the National Council for the Accreditation of Teachers' Education. This council is an American Council that gives the institutions of teachers' education programs a credit based on local quality, improvement, and universal recognition (Almuakli, 1431 H, 46).

2.2 National Council for the Accreditation of Teacher Education (NCATE) Standards

The National Council for the Accreditation of Teacher Education (NCATE) is a non-profit, non-governmental organization founded in 1997 from a consortium of five actors working in different aspects of teacher training and higher education in the United States of America. The accreditation is granted to schools, departments, colleges, and universities; It aims to prepare teachers, or those who work in other professions in schools. The accreditation of postgraduate programs was subsequently added to its specialization and to all educational disciplines and professions. Also, it defined the standards of this institution to the mid-nineties of the last century as the guidelines or guides. Then it took the name of the standards when it is reviewed every seven years, and their last review was in 2008 (Ababneh, 2015).

The implementation of the NCATE standards improves the overall image, increases the profile, and achieves other benefits, such as: improving the calendar system evaluation and the improvement of the administrative and professional communication system. In addition, it achieves budget, time, and effort savings. The ideal objectives of NCATE are to emphasize the quality of teachers and to continually improve their preparation programs (Ababneh, 2015).

Mebratu (2004) conducted a study aimed at investigating the application of evaluation criteria from the NCATE standard in two state teacher education programs. Therefore, the study focuses on increasing the use of a performance-based evaluation strategy in the professional aspect of education. Nevertheless, the paper and pen strategy have continued to be used to assess the academic aspect of the education. The assessment strategies required of future teacher students were not clear, and the practice of the program was few.

The NCATE standards are applied to varying degrees between the few and medium. The application is resisted for cultural reasons of the island community (Zuercherfriesen, 2007).

2.3 NCATE of the Accreditation Criteria

Al-Hajri (2009) highlighted the reality of applying the accreditation criteria of the National Council for the Accreditation of Teacher Education (NCATE) Programs from the point of view of faculty members at the Faculty of Education, Kuwait University. The results show that the application of the student's knowledge standards, skills and trends, field experience, diversity, and qualifications of faculty members came to a medium degree. On the other hand, the criteria of the calendar and the management of the college and its resources were to a low degree (Al-Hajri, 2009).

Brownstein, Allan and Veal (2009) in their study sought to find out what was needed to change pre-service science teacher preparation programs to obtain recognition by NCATE. The study identified the priorities and competencies required by pre-service science teacher preparation programs in the content, the knowledge provided to students, the teaching methods, and the learning environment to be recognized.

Saluso Al-Maiman (2010) conducted a study aimed at identifying the estimates of the faculty members of the faculties of education at the University of Taibah in Medina for the proposed standards. This was stated according to NCATE based on the results of the study. The criteria are as follows in a decreasing order: the standard of knowledge, skills and value of the student, and the standard of vision, mission, and conceptual framework of the college came first; the criterion of college administration and management of resources; the basic requirements for admission to the college; the qualifications of the faculty and their performance and development; the standard of field experience and development practices; and finally the standard of working experience with various teaching bodies.

Aoun (2010) conducted a study aimed at identifying the extent to which the programs presented in the College of Education are related to the conceptual framework of the College and the extent to which the NCATE standards are applied in the Faculty of Education from the point of view of the female faculty members of the Faculty of Education. The results showed that the diversity criterion was the least available.

Alazmi (2011) conducted a study aimed at identifying the degree of implementation of the standards of the Council "NCATE" in the Faculty of Education, University of Kuwait. The results indicated that the faculty members' assessment of the degree of application of standards to the NCATE Board in the Faculty of Education was moderate for the instrument as a whole. For all standards except for the diversity criterion, the degree of application was poor.

The study of Al Shura and Al-Zaimi (2012) aimed at identifying the extent to which the College of Education at Kuwait University applied the NCATE standard for student services from the students' own point of view. To achieve this goal, a questionnaire consisting of 19 paragraphs was constructed and applied to a random sample (442). The study found several results and the most important of which are: the assessment of the sample members based on the extent of the application of the College of Education to the standard for student services which came to a medium degree for most of the paragraphs except two paragraphs. Also,

there is the absence of statistically significant differences between the averages due to gender and specialization. In addition, there are differences between the averages due to the variable of the school stage.

Al-Ghamdi study (2012) aimed to identify the reality of the professional development of faculty members in faculties of education in Saudi universities and provide a suggested vision in light of the standards of the American National Council for Accreditation of Teacher Education (NCATE). The researcher used the descriptive analytical method in a manner of "Delphi" to achieve the objectives of the study and to answer its questions. Here, a sample of twenty individuals was selected from experts of education, management and educational planning, quality and academic accreditation in colleges of education in Saudi universities. The tool was applied to them. The results of the study showed low professional development efforts for faculty members in faculties of education in Saudi universities, especially in regards to academic accreditation. It also shows the delay of most colleges of education in Saudi universities based on the trend towards academic accreditation and the introduction of concepts.

The results showed application of the Delphi method based on the areas of professional development of the faculty member in colleges of education in Saudi universities in light of the standards. NCATE are of great importance with an average of 2.69 out of 3. The order was descending by the arithmetic average as follows: 2.68 average, 2.68 diversity and equal opportunities; an average of 2.68, a conceptual and cognitive framework; an average of 2.66, field experiences and practices; an average of 2.53, programs and study plans; and an average of 2.52. As for the proposed methods, they were appropriate with an average of 2.56 out of 3. Prospects for professional development were confirmed at an average of 2.74 out of 3. The researcher also presented a proposed scenario for the development of faculty members professionally in colleges of education in Saudi universities in the light of the NCATE standards.

The study of Al-Maliki (1431H) aims to identify the degree to which academic accreditation standards can be applied, the degree of importance of these standards, and the degree of importance of the availability of their requirements in general secondary education schools from the point of view of educational leaders in Jeddah. The study also shows applicability and degree of importance of availability of application requirements due to qualification variables, specialization, years of experience, and current work. It also aims to develop a proposed vision for the application of academic accreditation standards in government secondary schools for girls. The descriptive analytical approach has been used. It was applied to the study sample which consisted of (180) educational leaders. This was achieved by using a built-in questionnaire to ensure the indicators of honesty and consistency. The results found that the degree of applicability of academic accreditation standards in public secondary schools was high, with an average of 3.45 respondents. The level of importance of the academic accreditation criteria was very high, with an average of 4.37 sample responses. The importance of the requirements for applying the academic accreditation standards in the general education of secondary schools was very high. The overall mean of the responses of the study sample was 4.36.

Al-Kathiri's (2014) study aims at identifying the extent to which the faculty members of the Department of Special Education at King Saud University have applied the NCATE standards in the area of field expertise that the Department of Special Education has sought to achieve quality and obtain academic accreditation. The descriptive approach was used. The study sample consisted of (31) members. The results show that the faculty members apply the components and paragraphs of this standard well. The department ensures that the candidates' training for field training is integrated with both the school curriculum and the teaching practice through teaching positions. Also, there is the need for faculty members to activate the role of partners because of the importance in facilitating teaching practices for future teachers after graduation and their involvement in the education and rehabilitation of people with special needs.

Kirchner and Norman (2014) study aimed at evaluating electronic assessment systems within the United States and how well they met the NCATE standards. The study conducted an electronic survey of 225 standards coordinators. The study concluded that these systems are able to meet all the requirements of the National Council for the Accreditation of Teacher's Education (NCATE).

The study aims to determine the degree of practice of the Faculty of Educational Sciences at the University of Jordan to the standards of NCATE and to determine the degree of variation in the degree of practice of these standards according to the changes of the rank and experience of the faculty member. To achieve this goal, a questionnaire was constructed consisting of (48) paragraphs, applied to all faculty members of the faculty (94) members. After data collection and analysis, the most important results show that the evaluation of the members of the sample to the extent of the practice of the standards of the NCATE came to a medium degree, and it ranged based on the degree of practice between the medium of the fifth criteria "rehabilitation of faculty members" and the first "programs provided", and a few other criteria. Therefore, the results of the study indicate that there are statistically significant differences in the estimations of the faculty members to practice the NCATE standards according to the academic grade variable in favor of the rank of associate professor and assistant professor. This, however, is dependent on the variable of the faculty member experience for those with less than 5 years of experience and 5-10 years compared to those with more than 10 years of experience.

The results of the previous studies indicate that the quality and reliability of the quality and reliability standards have varied, ranging from medium to small (Zuercher Friesen, 2007; Alazmi, 2011) in Al-Hajri Studies (2009). This was done based on the degree of the indicators of the conceptual framework and the six criteria in the Aoun study (2010). The current study is consistent with previous studies in its quest to determine the degree of application of the quality standards of faculties of education, especially the standards of NCATE. The present study also agrees with some previous studies, such as the study of Otaibi and Spring (2012) and Aid (2010).

It is very necessary to consider the NCATE standards. However, there is a difference between the current study and the previous studies in terms of place of study and time. The study is

unique in that it is the first study within the limits of the two researchers. It should be noted that the current study benefited from previous studies in enriching the theoretical literature of the study, building its tools, and discussing the results compared to previous studies.

3. The Problem of the Study

In the light of contemporary changes and keeping pace with the new developments from time to time, it became necessary to subject educational programs in institutions of higher education to the process of continuous evaluation. This is done in order to introduce all that can be renewed and developed to keep pace with the developments in various fields. The two colleges of education at Taif and the Middle East have started to work on improving the quality of education through its academic programs and technical and administrative services through the programs of international academic accreditation. It has completed the self-study as a major requirement for accreditation, and it believes in a future role to prepare the teacher and qualify them so as to be able to practice the profession according to the requirements of the age and the needs of the community.

The academic career of the faculty members is linked to the many professional roles and the renewable responsibilities that are incumbent upon it. The more professional roles and responsibilities are renewed, the more professional development that will help them in playing these roles. However, the absence of professional development of the faculty member is the beginning of the decline of thought and the deviation of society from the seriousness of progress, whenever the various roles and professional responsibilities are renewed. Therefore, this requires further and professional development that helps him to perform these roles. Furthermore, it evolves to degradation and weakness, and it also resort to other developed societies in all the requirements of life that is subject to their will and demands (Ghamdi, 2012).

Perhaps, the role played by the faculty member, what is witnessed by colleges of education in universities of successive changes and a focus on quality, and the roles towards academic accreditation requires proper scientific planning for the professional development programs of the faculty member in terms of diagnosing their reality, what is hoped for, and what the faculty member aspires to professionally develop to fit in with the current global trends of these colleges and the roles played under these trends.

The professional development of faculty members in the faculties of education is the basis for the development and restructuring of these faculties to achieve their quality and ensure that they have academic accreditation from international accreditation institutions.

This also ensures the development of colleges of education at the universities of Taif and the Middle East. In addition, it takes the modern global methods and the sense of researchers to examine the extent to achieve the quality standards of performance in college and in taking advantage of the standards of NCATE.

The results of previous studies have pointed to the disparity in the application of quality and accreditation standards, and it ranged between medium and low (Zuercher Friesen, 2007; Alazmi, 2011) in Al-Hajri Studies (2009),

The Study

The study aimed to answer the following questions:

1. What is the degree of application of the quality of the performance of the colleges of education at the universities of Taif and the Middle East in light of the standards of NCATE for the accreditation of teacher-training institutions from the perspective of faculty members?
- 2- Is there statistically significant differences at the level of significance (≤ 0.05) between the average responses of the sample members on the degree of application of the quality of the performance of the two colleges of education at Taif and Middle East universities from the point of view of faculty members University, gender, academic level, and years of experience?

The Importance of the Study

- 1- The results of this study are useful for the educational staff work on the quality of the performance of the two colleges of education at Taif University and the Middle East.
- 2- This study contributes in improving and developing future teacher education program according to international standards.
- 3- The results of the study benefit the decision makers and the quality team at the universities of Taif and the Middle East by giving them feedback on the strengths and weaknesses in applying the NCATE criteria to make the decisions necessary to adopt these standards officially and to improve their degree of application.
- 4- Evaluation leaders in higher education institutions may be provided with a performance appraisal model in accordance with NCATE standards.
- 5- Planners may be encouraged to develop plans that solve the problems of the application of standards.
6. Opening the door for further studies on this field to researchers in the identification of global standards for the institutions of teacher preparation, and applying them in other teacher training colleges.

4. Research Method

4.1 The Study Approach

The researchers used the analytical descriptive approach based on the quality of the performance of the two colleges of education at Taif University and the Middle East in light of the NCATE standards for the accreditation of teacher training institutions from the perspective of faculty members. The sample of the study consisted of 93 faculty members selected randomly and 50% of the total population of faculty members.

Table 1. Distribution of Study Sample Members by Variables

Percentages %		Numbers		Levels	The Variables
88.17		82	Al-Ta'ef		The University
11.83		11	Middle East		
74.19		69	Male		The sex
25.81		24	Female		
21.51		20	Full Professor		Academic Rank
27.95		26	Co-professor		
50.54		47	Assistant Professor		
56.99		53	Less than 5 years		Number of years of experience
26.88		25	From 5 to 10		
16.13		15	More than 10		
100		93		The Total	

The Study's Tool

In order to achieve the objectives of the study, the quality of the performance of the two colleges of education at Taif and Middle East Universities was developed in light of the NCATE standards. To adopt teacher training institutions from the perspective of faculty members, previous educational literature on the NCATE standard was surveyed and used to build the measuring instrument. Reference was made in regards to previous studies related to the subject of the study, such as the study of Ababneh (2015) and Abo Ela (2016), in addition to the views of arbitrators and educators. The study tool consisted of 56 paragraphs; and after the adoption of the opinions of the arbitrators, some of the paragraphs were modified and deleted. In these paragraphs, the tool in its final form consists of 51 divided by the following criteria:

The First Criterion: The programs presented, and it includes 11 paragraphs: 1-11.

The Second Criterion: Evaluation and modification, and it include 11 paragraphs: 12-22.

The Third Criterion: The field education includes 12 paragraphs: 23-34.

The Fourth Criterion: The diversity of learners and their sources of learning, includes 9 paragraphs: 35-43.

Standard 5: Professional development of faculty members and it includes 8 paragraphs: 44-51.

The paragraphs of the questionnaire were designed according to the five-point Likert scale. The following paragraphs were given the following weights: very large (5), large (4), medium (3), low (2), very few (1). In order to ascertain the honesty of the arbitrators, the researchers presented the tool in its preliminary form to 13 arbitrators and judges from university professors with experience, competence, and specialization working in colleges of education in Saudi and Jordanian universities. After retrieving the questionnaire from the arbitrators, studying their observations and directives and making the necessary amendments recommended by the arbitrators was done. The observations of the arbitrator were taken into account, as the origin of the paragraphs that received an agreement (80% or more) between the arbitrators was retained as belonging to the field of measurement. Consequently, the language of most paragraphs was modified and some paragraphs were moved from one field to another. This was done so that the total paragraphs of the questionnaire were 51 paragraphs of 56 paragraphs before arbitration.

To verify the stability of the tool, the researchers calculated the stability factor of this questionnaire in an internal consistency using the Cronbach-Alpha coefficient. The stability value was calculated on the basis of the total score (0.82). These values are sufficient and acceptable to verify the stability of the tool.

Table 2. Values of stability coefficients for the study areas related to the opinions of the faculty members on the quality of performance

The value of the stability coefficient in the Cronbach-Alpha coefficient	Number of Paragraphs	Fields of the Study
0.80	11	Programs provided
0.78	11	Evaluation and correction
0.82	12	Field education
0.76	9	The diversity of learners and their learning
0.80	8	Professional development of faculty members
0.82	51	Total score

4. Result and Discussion

The degree of application was determined in light of the arithmetic mean of each statement according to the scores given to the answer categories, which were arranged in a descending from 5-1. The length of the class was determined as follows: The length of the class = the range divided by the categories. The range is defined by the formula: range = the largest value for the answer categories - the smallest value for the answer categories. Thus, the range = $5 - 1 = 4$, and the length of the class = $4 / 5 = 0.80$. Therefore, the following table shows the degree of practice and the corresponding score categories.

Table 3. The grades and limits of the categories of the results of the study according to the five-dimensional Likert scale

Average class		Criteria for judging results	Grade
To	From		
Less than 5	4.20	Very big	5
Less than 4.20	3.40	Big	4
Less than 3.40	2.60	Medium	3
Less than 2.60	1.80	Few	2
Less than 1.80		Very few	1

4.1 The Results of the First Question and its Discussion

What is the degree of application of the quality of performance of the colleges of education at the universities of Taif and the Middle East in light of Standards?

The mean and standard deviations of the responses of the sample as a whole to the NCATE fields were calculated to support the teachers' institutions in a descending order from the largest value of the arithmetic mean to the lowest value. Also, the weighted mean of the NCATE score was calculated. The results are also shown in Table 4 below.

Table 4. The arithmetical averages and the standard deviations of the sample of the study sample on the performance quality standards are in a descending order

Degree of Application	Rank	Standard Deviation	The Average	The Field	Grade
Medium	1	0.89	3.13	Programs provided	1
Medium	2	0.92	3.05	Field education	2
Medium	3	0.95	2.84	Evaluation and correction	3
Medium	4	0.94	2.76	Diversity of learners and sources of learning	4
Medium	5	0.94	2.69	Professional development of faculty members	5
Medium		0.86	2.92	Total score	

The results of Table 4 show that the responses of the sample members on the degree of practice of performance quality standards were Medium with an average of 2.92 and a standard deviation of 0.86. The standard of the programs presented ranked first (Medium) with mean (3.13) and standard deviation (0.89). The field education criterion ranked second (Medium), average (3.05) and standard deviation (0.92). The average of the diversity of learners and their sources of learning came in the fourth rank (medium), with a mean of 2.76 and standard deviation of 0.94. In addition, the standard of professional development for faculty members ranked fifth (Medium) with average mean (2.69) and standard deviation (0.94).

This result is in line with the results of the studies of Zuercher Friesen (2007), Hajri (2009), Alazmi (2011), and Abu Al- Ala (2016) where the degree of practice ranged from the standards of NCATE between the medium and the small. This is contrary to the results of the study of Salus and Maiman (2010), where the estimates of the achievement of standards are very large and large. This may be due to the fact that the application of global standards such as the standards of "NCATE " needs more efforts to reach these standards based on the

degrees of implementation of a medium or a few. On the other hand, access to national standards or criteria developed by researchers is easier and is so very large.

This is attributed to the poor communication between the college and the workplaces of graduates, which necessitates activating the roles of the graduates department in the management of students. Also, this includes communication with the graduates and evaluation of their performance in their places of work. It also entails the lack of the use of clinical education to train students in the use of Information and Computer Technology in education, and to make do with lectures. They include the lack of scientific research carried out by faculty members in the development of education, the lack of culture among education officials to take the results of research as a basis for educational decision making, and the lack of cooperation between the academic side represented by universities and the teaching profession represented by the Ministry of Higher Education and the private sector. Coordination exists between colleges that contribute to the consolidation of their efforts in the preparation of teachers and the absence of a special library for the two faculties.

4.2. Second: The Results of the Second Question and its Discussion

"Are there significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of the sample of the study sample on the degree of application of the quality of performance of the colleges of education in Taif and Middle East in light of the standards of NCATE based on the view of faculty members (university, gender, academic level, years of experience)?"

The T-test was used to compare independent sample T test and mono-variance analysis to detect the significance of differences in the estimated quality of performance of the two colleges of education at Taif University and the Middle East in light of the NCATE standards for the accreditation of teachers' teaching (university, gender, academic level, years of experience).

Table 5. The arithmetical averages and the standard deviations of the estimates of the sample members on the degree of application of the quality of performance of the two colleges of education in Taif and Middle East Universities in the light of the NCATE standards according to a variable called university

Level of significance	T-Values	Degrees of freedom	standard deviation	The Average	The University	Fields	
0.200	-1.292-	91	0.647	3.03	Middle	Programs Provided	
			1.143	3.29			East
0.071	-1.824-	91	0.773	2.71	Middle	Field education	
			1.126	3.07			East
0.006	-2.788-	91	0.784	2.87	Middle	Evaluation And Corrections	
			0.984	3.39			East
0.001	-3.398-	91	0.743	2.52	Middle	Diversity of learners and sources of learning	
			1.123	3.18			East
0.008	-2.732-	91	1.123	2.49	Middle	Professional development of faculty members	
			0.777	3.03			East
0.014	-2.513-	91	0.682	2.75	Middle	Total	
			1.052	3.21			East

* Statistical significance at significance level ($\alpha \leq 0.05$)

Table 5 shows that there are statistically significant differences at the significance level ($\alpha \leq 0.05$). This is among the average responses of the study sample members on the degree of

availability of the NCATE standards according to the university variable (Taif / Middle East) for the Middle East College of Education and on the sub-domains and fields as a whole except for the fields of programs provided and field education. The reason is that the University of the Middle East is a private university, and the Jordanian academic accreditation standards are applied because the specialization is not open unless the conditions and accreditation criteria are met. Also, the failure of the faculty at Taif University have made students' scientific project a prerequisite for graduation. Accordingly, graduate student faces inability to master the methods of collecting and documenting data and information and to use them in their future education.

4.3 Gender

Table 6. The arithmetical averages and the standard deviations of the estimates of the sample members on the degree of availability of the quality of the performance of the two colleges of education in Taif and Middle East in light of the NCATE criteria according to a variable called gender.

Level of significance	T-Value	Freedom Degrees	standard deviation	The Average	Gender	Fields
0.156	-1.431-	91	0.794	2.99	Male	Programs Provided
			0.893	3.24	Female	
0.651	-0.454-	91	0.753	2.79	Male	Field education
			1.035	2.84	Female	
0.817	-0.233-	91	0.672	3.03	Male	Evaluation and correction
			1.026	3.07	Female	
0.286	-1.074-	91	0.756	2.63	Male	Diversity of learners and sources of learning
			1.059	2.85	Female	
0.915	-0.107-	91	0.769	2.67	Male	Professional development of faculty members
			1.060	2.69	Female	
0.487	-0.698-	91	0.690	2.84	Male	The Total
			0.960	2.97	Female	

* Statistical significance at significance level ($\alpha \leq 0.05$)

Table 6 shows that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) among the average responses of the sample members on the degree of availability of the NCATE criteria according to the gender variable (male / female). The reason is that one concern and all seeks to appear in a decent and distinct appearance. It is also consistent with the study of Abu al-Ola (2016), and it differs based on the study of Al-Otaibi and Rabea (2012).

4.4. Academic Level

Table 7. The arithmetical averages and the standard deviations of the estimates of the sample members on the performance quality criteria according to the academic grade variable

Assistant professor		Co-Professor		Full professor		The Fields
Standard deviation	Average Arithmetic	Standard deviation	Average Arithmetic	standard deviation	Average Arithmetic	
3.19	0.880	3.25	0.858	2.55	0.55	Programs Provided
2.79	0.997	2.87	0.916	2.34	0.539	Field education
3.25	0.815	3.09	0.941	2.34	0.505	Evaluation and correction
2.85	0.988	2.77	0.1015	2.42	0.300	Diversity of learners and sources of learning
2.90	0.893	2.68	1.017	2.06	0.458	Professional development of faculty members
3.05	0.860	2.96	0.895	2.35	0.375	Total

The above table shows that there are apparent differences between the arithmetical averages of the estimates of the members of the study sample on the performance quality criteria according to the academic grade variable. To determine the statistical significance of these differences, the single-variance analysis test was used. Table 8 shows this.

Table 8. Results of the analysis of the variance of the differences between the arithmetical averages of the estimates of the sample members of the performance quality criteria by the academic grade variable

Statistical significance	P Value	Average of squares	Degrees of freedom	Total of squares	Source of Contrast	The Fields
0.035*	3.479	2.428	2	4.875	Between the groups	The offered Programs
		0.698	90	68.823	Inside the groups	
			92	67.680	Total	
0.118	2.188	1.821	2	3.643	Between the groups	TheField education
		0.832	90	74.901	Inside the groups	
			92	78.544	Total	
0.005*	5.560	4.017	2	8.035	Between the groups	Evaluation and Corrections
		0.723	90	65.035	Inside the groups	
			92	73.070	Total	
0.386	0.962	8.61	2	1.722	Between the groups	Diversity of learners
		0.895	90	80.531	Inside the groups	
			92	82.253	Total	
0.028*	3.712	3.125	2	6.250	Between the groups	Professional development of faculty members
		0.842	90	75.769	Inside the groups	
			92	82.019	Total	
0.41*	3.302	2.299	2	4.590	Between	Standards as

		0.696	90	62.674	the groups	a whole
			92	67.272	Inside the groups	
					Total	

Statistical significance at the level of statistical significant $(0.05 \geq a)$

From the previous table, there are no statistically significant differences at the level of 0.05. Statistical significance at the level of statistical significant $\geq a$ can be seen in all performance quality standards due to the academic level variable except field education and the diversity of learners and their sources of learning. To determine the sources of these differences, the Scheffe test was used as shown in Table 9.

Table 9. Scheffe test results for the differences between the averages of the sample estimates on the performance quality criteria by the academic grade variable

Assistant Professor	Co-Professor	Full Professor	Academic Rank		
3.19		2.55	Average		Field
0.64*	3.25		2.55	Full professor	
0.06	0.70*		3.25	Co-professor	
			3.19	Assistant professor	
3.19	3.25	2.55	Average		The Offered Programs
0.64*	0.70*		2.55	Full professor	
0.06			3.25	Co-professor	
			3.19	Assistant professor	
3.25	3.09	2.31	Average		Evaluation and correction
0.94*	0.87*		2.31	Full	

0.16				professor	
				3.09	Co-professor
				3.25	Assistant professor
2.90	2.68	2.06	Average		Professional development of faculty members
0.84*	0.62*		2.06	Full professor	
0.22			2.68	Co-professor	
			2.90	Assistant professor	
3.05	2.96	2.35	Average		Standards as a whole
0.74*	0.72*		2.35	Full professor	
0.22			2.96	Co-professor	
			3.05	Assistant professor	

• Statistical significance at the level of significance ($0.05 \geq a$)

Table 9 shows that there are statistically significant differences between the average of the academic grade (professor) on the one hand and the average of the academic grade (Associate Professor, Assistant Professor) on the other hand. This is attributable to the academic grade variable, in favor of estimates of academic rank (Associate Professor, Assistant Professor). The class of professor has reached saturation, and they imitate senior positions. This may be due to the return of faculty members at the rank of associate professor or professor on the practices of the college and their contribution to the establishment. This may be due to the return of members of the faculty at the rank of associate professor or professor on the practices of the college and their contribution to the establishment. On the other hand, the members of the faculty of the rank of assistant show that the practices in the college is less than ambition and do not perform justice, but the satisfaction of the other two categories. The result of this study is consistent with the study of Ababneh (2015), but differs from the result of Abul-Ela (2016).

4.5 Years of Experience

Table 10. The arithmetical averages and the standard deviations of the estimates of the sample members on the performance quality criteria according to the variable of years of experience.

More than 10 years		5 to less than 10 years		Less than 5 years		The Fields
Slandere d diffusion	Averag e	Standar d diffusi on	Averag e	Slandere d diffusion	Averag e	
0.627	2.93	0.953	3.05	0.919	3.44	The offered programs
0.750	2.53	1.021	2.87	0.912	3.51	Field education
0.816	2.77	0.933	2.99	0.827	3.42	Evaluation and correction
0.466	2.31	1.200	2.80	0.853	3.20	Diversity of learners and sources of learning
0.529	2.31	1.191	2.82	0.753	3.26	Professiona l developme nt of teaching staff members
0.577	2.60	1.013	2.87	0.810	3.30	The Total

The above table shows that there are apparent differences between the arithmetical averages of the estimates of the individuals of the study sample on the performance quality criteria according to the variable years of experience. To find out the statistical significance levels of these differences, the single-variance analysis test was used. Table 11 shows this.

Table 11. Results of the analysis of the variance of the differences between the arithmetic averages of the estimates of the sample member performance standards according to variable years of experience

Statistical significance	P value	Squares Average	Degrees of freedom	Squares total	Source of Contrast	The Fields
0.054*	3.018	2.127	2	4.254	Between groups	The offered programs
		0.705	90	63.426	Inside the groups	
			92	67.682	The total	
0.025*	3.852	3.097	2	6.193	Between groups	The field education
		0.804	90	72.350	Inside groups	
			92	78.544	The totals	
0.013*	4.522	3.336	2	6.672	Between groups	Evaluation and correction
		7.38	90	66.398	Inside the groups	
			92	73.070	The total	
0.001*	8.022	6.222	2	12.445	Between the groups	Diversity of learners and their learning sources
		0.776	90	69.809	Inside the groups	
			92	82.253	The totals	
0.000*	10.480	7.746	2	15.493	Between the groups	Professional development of faculty members
		0.739	90	66.526	Inside the groups	
			92	82.019	The totals	

0.004*	5.907	3.903	2	7.806	Between the groups	Standards as a whole
		0.661	90	59.466		
			92	67.277		
					Inside the groups	
					The totals	

- Statistical significance at the level of the statistical significance ($0.005 \geq a$)

From the previous table, there are no statistically significant differences at the level of the mentioned statistical significance in all performance quality standards due to the variable years of experience except for the field of programs provided. To determine the sources of these differences, the Scheffe test was used as shown in Table 12.

Table 12. Scheffe test results for the differences between the average estimates of the sample members on the performance quality criteria according to the variable years of experience

More than 10	From 5 to 10	Less than 5 years	Average	Experience	The Field
0.62*	0.28		3.15	Less than 5 years	Field Education
0.34			2.87	From 5 to 10 years	
			2.53	More than 10 years	
0.65*	0.43		3.42	Less than 5 years	Evaluation and correction
0.22			2.99	From 5 to 10 years	
			2.77	More than 10 years	
0.89*	0.40		3.20	Less than 5 years	Variety of learners and their recourses
0.49			2.80	From 5 to 10 years	
			2.31	More than 10 years	
0.95*	0.44		3.26	Less than 5 years	Professional development of faculty

0.51			2.82	From 5 to 10 years	members
			2.31	More than 10 years	
0.85*	0.40		3.30	Less than 5 years	The total
0.41			2.87	From 5 to 10 years	
			2.60	More than 10 years	

0.005 \geq • Statistical significance at the level of significance

Table 12 shows that there are statistically significant differences between the average of the estimates of the experienced (less than 5 years) on one hand, and the average estimates of the experienced (10 years and more) on the other hand. This basically occurs due to the variable of experience, in favor of the estimates of the experienced (less than 5 years). The reason is that they are better informed as they are trying to upgrade. However, the result of this study is consistent with the study of Ababnah (2015).

5. Conclusion and Recommendations

In conclusion, the degree of application of all the performance quality of the colleges of education in the Taif University and Middle East in light of the standards of NCATE was moderate (medium). This implies that the application of global standards such as the "NCATE" needs more efforts to reach these standards. Here, the degrees of implementation are either medium or low. On the contrary, access/compliance to national standards or criteria developed by researchers is usually high.

Recommendation

In the light of the results, the researchers recommend the following:

1. Review the current teacher education program at the Taif and Middle East Colleges in accordance with the NCATE's standards.
2. The use of diagnosis teaching to train students in the use of information and communication technology in education and the need to work to acquire the college graduate of scientific research skills.
3. Provide an appropriate Internet room for students, a library for the college that contains comprehensive and adequate sources of courses, and adequate teaching techniques and social activities for faculty members and students to deepen human relations.
4. Work on selecting outstanding schools for field training.
5. Provide Internet service in all student halls for the purposes of scientific research.

6. Conducting a study that evaluates the performance of university colleges from the perspective of graduate students.
7. Conducting workshops and seminars to explore ways to enhance the role of partners in NCATE's field expertise in education and development of appropriate solutions.

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